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ABSTRACT

This Exemplary Activities Handbook for grade 4 is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
FOURTH GRADE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Begin by drawing two hands extended in friendship on the chalkboard. Ask the students to prepare posters listing and illustrating the characteristics they want their friends to have.

Goal 1.1

2. Have students create self-portraits. Then have them look through family photo albums at home to discover physical characteristics which are shared by several other members of their families. They should list these to the side of their self-portraits.

Goal 1.1

3. Have students put his or her name in cut-out letters in the middle of a piece of poster paper. Then they should look through magazines to find pictures of things that they like or that represent them. They can paste these all around their names. Each student will then have a "Me" collage.

Goal 1.2

4. The student will better understand his or her own cultural heritage by studying and participating in the contributions of other ethnic groups. The teacher will provide background information and assist the students in:
   a. making piñatas.
   b. making a Hopi Indian necklace.
   c. making an African Calabash.
   d. making a Japanese fish kite.
   e. making a Mexican corncob donkey.
   f. discussing and creating their own pictures and art objects relating to national customs.

Goal 1.2

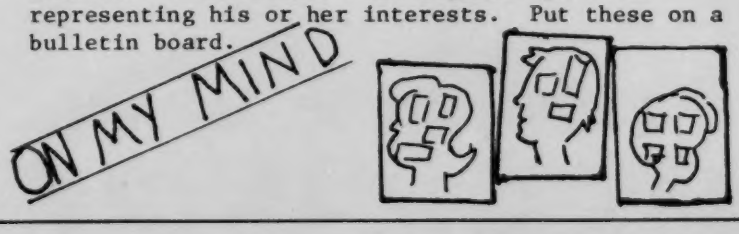
5. Have students ask parents to help them list the countries from which their ancestors came. Bring to the class books and other pictures showing traditional costumes from different countries. Have each student select one country in his or her ethnic background and prepare to paint the clothing on life-sized cut-outs of themselves.

Goal 1.2

6. Have the students draw silhouettes of each other. Each one can then prepare his or her own silhouette out of black paper, autographing it in white crayon.

   Then have each student find magazine pictures representing his or her interests. Put these on a bulletin board.

Goal 1.2

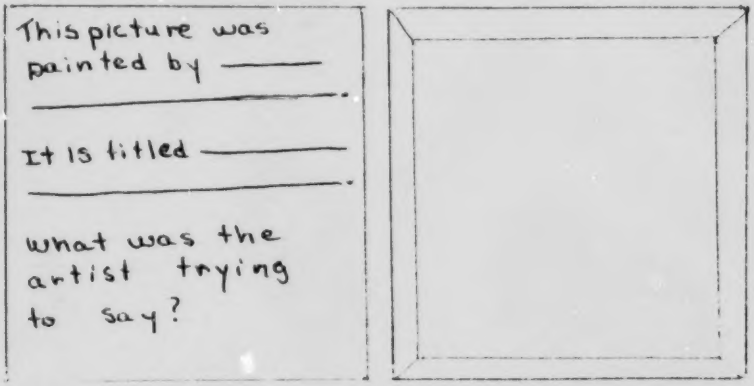


Notes

Self Knowledge

Goal 1.3

7. Each week display a different art print with a note beside it.



Goal 1.3

8. Have each student make a papier-mâché mask around a balloon. Then have them make their masks into self-portraits. Introduce the word facade. Tell the students that many times people hide their true feelings behind a facade of a happy face. Explain that, more often, it is helpful if we can label our feelings and say how we feel.

   Display all the masks on a bulletin board. Caption it, It's OK to Say How You Feel: Don't Hide Behind a Mask.

Goal 1.4

9. Ask students to raise their hands if they know people who are "afraid of the water" and won't go swimming or boating. Explain that knowing good safety practices helps us to keep from worrying about things.

   Arrange the students in small groups. Have each group draw up a list of boating safety rules. Each group should then make each of its boating safety rules into a color poster.

   Place the sets of completed posters in various locations around the building or in the community.

Goal 1.4

10. Explain that we worry when we realize that we have made a mistake. Ask:
   --Did you ever make a mistake?
   --Why is it important to admit mistakes or try to correct them?
   --If a mistake you made caused a classmate to get into difficulty, what should you do?
   --What happens if you won't admit you made a mistake?

   Ask each student to draw a four-frame comic strip illustrating a mistake made by himself or herself.

   Arrange the students in small circles to take turns explaining their comic strips to one another.

10. Continued

Post the student' comic strips on a bulletin board.

Notes

Self Knowledge

Goal 1.4

Notes	II. Life Roles, Settings, and Events
Life Roles, Settings and Events Goal 2.1	11. Introduce the idea of a "Country Music Week" to the class and ways of celebrating it. (Note: October is "Country Music Month".) Some students might be able to write and/or play country music. Others could learn a square dance to teach the class, perhaps during physical education class. During quiet times throughout the week, allow students to play favorite country music records. On the final day of the special week, invite a local country music musician to visit the class to discuss: a. why he or she became a musician. b. some of the rewards of being a musician. c. some of the differences between country music and other types of music.
Goal 2.3	12. Begin preparations by making or gathering musical instruments - a combination of commercial and student-made ones. Here are two book titles to help you: Make Your Own Musical Instruments by Muriel Mandell and Robert E. Wood Jug Bands and Handmade Music by James Lincoln Collier During the course of a week, invite students to bring recordings of their favorite country singers and play a selection. Keep a list of those recordings brought. Have students vote to select the first, second and third favorite of the group. Encourage students to bring for display photographs and news articles about country music entertainers. Invite community bluegrass musicians to come and play for the class. Have fun!
Goal 2.3	13. Take students on a field trip to the Nelson Art Gallery. Before leaving tell students that, when they return, they will draw a picture of the art object they liked the best. Ask them to be able to tell why. Ask the students if art is important to them personally. If it is, ask them to explain why and where they learned to like art.

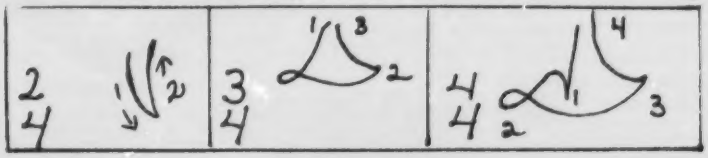
		Notes
14.	Have an Arts and Crafts Day. Invite adult hobbyists who have such hobbies to bring them to the class. Ask them to talk about: --when they became interested in the hobby. --how much time they can spend doing it. --what magazines are available which deal with the hobbies. --what the hobbies cost.	Life Roles, Settings and Events Goal 2.3
15.	Have students prepare a display of things they have made in their spare time. Label each object with the names of the student and the handicraft. Make a class chart listing the students' hobbies. Urge them to be able to claim one by the end of the fourth grade.	Goal 2.3
16.	Use paper weaving to introduce warp and weft. Have an adult weaver come and explain this hobby.	Goal 2.3
17.	Have the students select an occupation and think of several others related to it. Have the class plan and execute a mural showing several related occupations.	Goal 2.4
18.	There are several kinds of puppets. --stick --paper bag --finger --papier-mâche' --cereal box Have the students use one of these to depict workers from a related group (family) of occupations.	Goal 2.4
19.	Have groups of students make mobiles depicting a single occupation, such as a fire fighter. The mobile could include a ladder, a hose and a fire truck.	Goal 2.4
20.	Present prints of several well-known artists. Ask them to prepare a poster on an artist. Ask the students to include some biographical information, major works, special honors and the style or period of art produced.	Goal 2.4
21.	Have each youngster select an occupation about which he or she is curious and write that occupation in large letters in the middle of a 12 X 18 inch piece of drawing paper. Each student will then draw or paste pictures of related tools all around the name of the occupation.	Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

22. Show students the beat patterns used in conducting:



Better yet, invite the music teacher to demonstrate these with a lighted penlight.

Play recordings of music using duple meter and triple meter beat patterns. Have students use their pencils and paper to practice the conducting beat patterns.

Later, you can allow students to conduct choral singing in your class. Tell them which beat pattern to use and let them choose the tempo.

III. Life Planning

23. Have the students suggest six character traits which they think all people should possess such as honesty. List them on the chalkboard. Have students write these on a piece of paper and number them in order of importance, based on their own personal values.

> There are no right or wrong answers in this or in any other decision-making and values-clarifying activities.

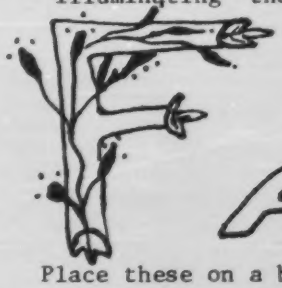
Then let each student explain aloud his or her first choice.

Point out that they did not all choose the same one as the most important.

Then explain illuminated letters. (You can find examples in some Bibles, stichery kits and gift books where a first letter is embellished or decorated with scrollwork or pictures:

n the early...

Have each student choose the character trait he or she chose as most important, and letter the word, "illuminating" the first letter of the word:



AITH

Place these on a bulletin board captioned Important Character Traits.

Notes

Life Planning

Goal 3.1

Notes Life Planning	
Goal 3.1	24. Tell students that decisions have consequences. Ask them to help you list on the chalkboard all the possible consequences of someone's deciding to play instead of doing classwork. Have each student think of a decision he or she makes every day and pantomime it for the class. The class will then suggest some possible consequences or what might happen after doing what was decided upon.
Goal 3.2	25. Prepare copies of the following and have students rate themselves Good, Fair or Poor. ____1. You are always on time. ____2. You are always neat and clean. ____3. You are willing to cooperate at home, school and in the community. ____4. You can control your emotions. ____5. You are courteous. ____6. You are always thoughtful of others. ____7. You are dependable. ____8. You see a job through. ____9. You are kind and understanding. ____10. You are cheerful. Have the students write down the numbers of items on which they rated themselves Poor. Beside each of these numbers they will write one thing they can do to improve and make that into a poster for a self-improvement campaign.
Goal 3.2	26. Here is another self-assessment to help students plan improvement. ____a. Do you enjoy working alone? ____b. Do you enjoy working with many people? ____c. Are you able to take criticism? ____d. Do you respect authority? ____e. Can you control your emotions? ____f. Do you like to be one of the workers? ____g. Do you like to be the manager? ____h. Do you get along with others? ____i. Do you enjoy being with people? ____j. Do you respect all people?
Goal 3.3	27. Ask students to help you assemble a collection of art reproductions portraying children. Arrange these in chronological order from left to right. (Have them help you use reference materials to date the artists.) Then ask students to compare clothing styles, poses, background and activities of the subjects. Summarize by telling them that changes are always taking place. Have them name aspects of life today that would have surprised those who lived 100 years ago.
Goal 3.3	28. Have students paint a mural about city life 100 years ago and today. Have them paint another mural depicting rural life 100 years ago and today.

29. Divide the students into small groups. Let each group list some free-time art activity suggestions. If possible, they should include directions for any which may be unfamiliar. Then have them give you the lists. Make a concerted effort to have a new one available for students each week. Have them help you prepare a list of guidelines for doing free-time art. Let them decide whether or not they want to participate.

Reading group time will probably provide them with spare time. Set up a table with the necessary supplies. Write down the procedure to give students practice following written directions.

Notes

Life Planning

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	30. Have students use the dictionary to find the Morse Code. Then have them make posters to show it. Give a pretest on the Morse Code. Then have students work in pairs with flashlights. Have them practice sending and decoding messages in Morse Code. Then give a post-test and have them compare their progress.
Goal 4.2	31. Try to obtain a list of bluegrass festival locations in Missouri. (Ask your parents in a duplicated letter.) If not, use these: Hannibal, Blue Springs, Table Rock, Mexico, Kahoka and Columbia. Obtain Missouri maps from the State Highway Department. Show students how to use the list of towns and cities and the alphabet letters. Have them locate the sites of the bluegrass festivals.
Goal 4.4	32. Have the students plan and organize a music program celebrating Country Music Month in October. The students can play a song they vote as their favorite. They can teach the words to their favorite song so the audience can sing along. They can have a school vote for the top ten country music entertainers. They can present a history of country music. Several students can present dances done to country music. Students can make and play musical instruments in a jug band. You may want to use Jug Bands and Handmade Music by James Lincoln Collier as the reference for this. You can also invite a local country music group to play in the program. This sounds like an exciting way for students to gain experience in getting along with others in work groups, accepting helpful suggestions and helping to organize classroom projects.

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GUIDANCE ACTIVITIES

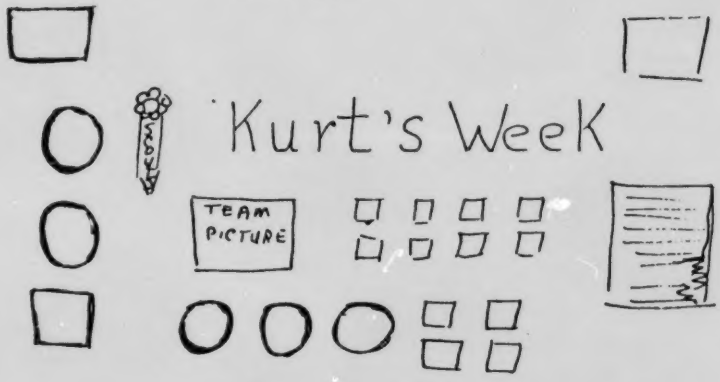
Notes

I. Self Knowledge

Self Knowledge

1. Explain that, in order to develop friendships, we have to get to know other poeple. Each week a student has a bulletin board on which he or she can display favorite and personally significant things, family pictures, team pictures and so on.

Goal 1.1



2. Tell students that friends need to hear compliments from one another. We can say, "You're great!" and "You're wonderful!" but those are not the most believable things to hear. More believable compliments talk about specific things, such as, "I like your jokes."

Goal 1.1

Give each student a 3 X 5 card with lines. At the top should be written Compliment Card. Then have the students write believable compliments about five specific things on the cards. Put these all in a box on the library shelf for students to read in their spare time.

3. Prepare this self-assessment for students:

Goal 1.2

Here is a chance to identify some of your likes and dislikes. Read the list below and check (✓) whether you like or dislike the stated activities.

	LIKE	DISLIKE
Working in a quiet corner	_____	_____
Being physically active	_____	_____
People who are neat	_____	_____

Notes

Self Knowledge

Goal 1.2

3. Continued

	LIKE	DISLIKE
Reading aloud	____	_____
Reading to myself	____	_____
Being with younger children . . .	____	_____
Working with groups	____	_____
Staying up late at night	____	_____
Being outdoors	____	_____
Working in noisy places	____	_____
Keeping regular hours	____	_____
Giving directions	____	_____
Following directions	____	_____
Figuring out problems	____	_____
Having many friends	____	_____
Doing things with my family . . .	____	_____

Goal 1.2

4. Give each student two copies of this self-assessment. They can fill out their own and have friends fill out the second copies, then compare.

Put a check next to the things you like to do.

I like to:

____ Be with people most of the time

____ Do things by myself

____ Make things others can look at or use

____ Talk to others

____ Put my ideas on paper

____ Work with numbers and mathematics

____ Work with machines

____ Help people to be happier

____ Discover new ideas

____ Make pretty pictures

____ Write music, songs

____ Work on school activities

____ Work outside

____ Work inside

____ Collect things

____ Move around a lot

Compare the things you have checked with those checked by someone else and you will discover how

4. Continued

you differ from others.

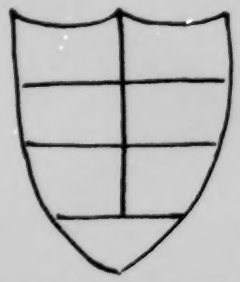
Notes

Self Knowledge

Goal 1.2

5. Ask students to draw crest shapes on a piece of paper and to divide their crests into seven parts. Have them draw in the parts the answers to the following:
   --In three parts draw three things you do well.
   --Draw one thing you might like to be.
   --Draw one thing others do to make you happy.
   --In two boxes write two words you would like to have people say to you.

Goal 1.2



6. Here is a self-assessment form to heighten student awareness:
   1. Name three qualities you like about yourself.

      _____

      _____

      _____

   2. Name one quality you like about a classmate, who is not your friend.

      _____

   3. Name one quality you do not admire in others.

      _____

   4. Name one quality you would like to change about yourself. _____

   5. Can you name three reasons for learning to get along with others well.

      _____

      _____

      _____

Goal 1.2

Notes

Self Knowledge

Goal 1.2

7. Here is a self-assessment which might give students clues regarding what other people like and dislike about them.

Read the following statements and circle Yes or No.

1.	I like to be on time.	Yes	No
2.	I like people.	Yes	No
3.	I like to play ball.	Yes	No
4.	I am honest.	Yes	No
5.	I want to be a leader.	Yes	No
6.	I believe in fair play.	Yes	No
7.	I like to go to school.	Yes	No
8.	I like to work alone.	Yes	No
9.	People like me.	Yes	No
10.	Sometimes I'm moody.	Yes	No
11.	I usually finish work on time.	Yes	No
12.	I have a hobby.	Yes	No
13.	I get mad sometimes.	Yes	No
14.	I help with jobs at home.	Yes	No
15.	I like to do odd jobs.	Yes	No
16.	I cooperate with others.	Yes	No

Write a paragraph on your strengths and weaknesses.

Goal 1.2

8. A personality checklist could be given to each student. It is made up of many things, the way you walk, talk, think and feel. Your personality is the sum total of every quality you have. Have students check the traits which best describe him.

_____like to talk a lot	_____move slowly
_____feel happy most of time	_____gossip a lot
_____envy no one	_____get angry often
_____love life	_____have a few close friends
_____seldom bored	_____laugh a lot
_____wish I were someone else	_____like to listen while others talk
_____feel sad a lot	_____move quickly
_____like to be alone	_____gossip once in a while
_____never laugh	_____glad I am myself
_____jealous of lots of people	_____tired of living
	_____have many friends

		Notes
9.	Have the students list names of class members. Have him or her write a special talent, quality or ability that each student has.	Self Knowledge Goal 1.2
10.	Make several decks of personality cards: --Cut tagboard into squares. --Write a positive personality trait on each card. (Ask the students to help you.) Divide the students into small groups. Give each group a deck of cards. Play the game. Students sit in a circle. Each one gets three cards. They take turns. Each student gives one card to another person. The recipient of the card must then choose a card to give in return to the person who has just chosen him or her. Students are asked to explain why they gave the card to each person.	Goal 1.2
11.	Develop a personality file containing the following things: a. The thing I like best about myself is . . . b. The thing I dislike most about myself is . . . c. I can't understand why . . . d. I wish my parents would . . . e. I wish that I . . . f. If I had three wishes, I'd wish for . . . g. I would like someone to help me . . . h. I feel proud when . . . i. I feel bad when . . . j. I hope I'll never . . . k. At night, I like to . . . l. My brother and/or sister . . . m. I often like to . . . n. I sometimes don't . . . o. I feel uncomfortable when . . . p. I don't understand why . . .	Goal 1.2
12.	Have students list jobs they do at home. Ask them to underline the ones they have been doing since kindergarten.	Goal 1.2
13.	Have students work in groups to list some of their "Pet peeves" or things that really "turn them off."	Goal 1.2
14.	Lead a discussion of why celebrate a National Compliment Day (January 15). Does the class feel they need it as a reminder to express their appreciation of others? Instruct each student to make and send a compliment card. On each write a simple, complimentary note to a classmate, a family member, friend, neighbor or other deserving person. As a teacher make a special point of being <u>extra</u> appreciative of the children and compliment their efforts. Perhaps you might send each of the children a complimentary note.	Goal 1.3

Notes

Self Knowledge

Goal 1.3

Goal 1.3

15. Divide a paper into several spaces large enough to draw a face in. Have the students write one situation in each space, such as:
--A new babysitter is coming.
--You don't have your math done.
--You are going to get a new bike.

Then have students exchange papers and put their names on them. They should draw a smiling face or a frowning face in each of the boxes to show how the situation would make them feel.

16. Have the students sit in small groups and prepare lists of "feeling" words: happy, upset, worried, jealous and so on. Have them cut the list apart into individual words. Then have them paste each word on a chart under one heading.

FEELINGS	
Pleasant	Unpleasant

17. Have students sit in small circles and take turns explaining something they did which made them feel proud.

18. Have the students prepare autobiographies. They can choose four important events, describing one in each chapter. Then have them focus on their feelings, emotions and responses connected with each event.

19. Place private property signs on the board, and discuss the following questions: Should you borrow private property? If you borrow property, what are your responsibilities to the one from whom you borrow? Is it wrong to borrow answers?

Establish rules for protecting property of the school, classmates and teacher. As a written assignment, each student could make lists of things that belong entirely to him or her, to classmates and the teacher. Explain that rules help us know what to do in situations.

20. Ask students to explain what is meant by "group pressure." Ask them to name some positive results of group pressure and some negative results of group pressure on a person.

    Have students sit in small groups to take turns speaking on a time when they gave in to group pressure and it turned out badly or a time when it turned out well.

Notes

Self Knowledge

Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

II. Life Roles, Settings and Events

21. Have the students make a list of the jobs they think will need doing during the year.

Have the students work in small groups to write a description for each job:
--how often and when it should be done.
--consequences of a person's not doing it well.

After a discussion of the jobs and qualifications, have the students fill out applications for the jobs, with second and third choices if there are many jobs in the room.

Some students take pride in having a job for the whole year. The teacher can decide the length of time for each job and how they will change positions.

JOB APPLICATION FOR WORK IN THE CLASSROOM

1. What is your name? _____
2. What is your age? _____
3. Which job would you like? _____
4. Why do you want it? _____

_____

5. What kind of job will you do? _____
6. Which job would be your second choice? _____

_____

7. Which would be your third choice? _____

_____

Brief description of the qualities I have for doing a good job:

_____

Goal 2.2

22. Ask students to draw a picture and caption it to show work their parents do at home. Ask them to write also what that work accomplishes. Then have students prepare another picture showing three specific tasks they can do at home to make the home a better and happier place.

23. Have the students prepare forms to use when interviewing adult family members. Have them ask about such things as: --the occupational title --the tasks of the occupation --the necessary training --advantages and disadvantages of the occupation --likes and dislikes of the worker Let them look at each other's format before finalizing their own. Have them proceed with their interviews. They can share the information in small groups (Sharing Circles) and post them on a bulletin board.	Notes Life Roles, Settings and Events Goal 2.2
24. Have the students prepare individual folders in which to keep their best work. Urge them to do so in preparation for parent conferences. Use the folders for this purpose. Explain that many workers set up the same kind of folder - portfolio or credential file - to show when they are applying for jobs.	Goal 2.2
25. Have the students look through family photographs for examples of themselves in various roles. For example, a First Communion picture illustrates church member and a Little League picture shows a person as an athlete. Have the students display these and the captions on a bulletin board: --Susan, the Athlete --David, the Church Member	Goal 2.2
26. Ask students to think of times at home when fights occurred. Could a fight be a result of two roles conflicting? For example, David, the Athlete runs home to get his glove to play baseball. On the way out the door, Mother tells David the Big Brother he has to stay home and babysit. Arrange the students in small groups. Give to each group a list of questions. Have each student take a turn responding. Here are some questions: 1. Does quarreling mean brothers and sisters do not like each other? 2. What are some advantages of learning to get along with brothers and sisters? 3. What do you think it means to carry your weight in the family? 4. When can a quarrel at times be helpful? 5. What might differences in age have to do with quarreling in a family? 6. What part may jealous feelings have in starting a quarrel?	Goal 2.2

Notes

Life Roles, Settings and and Events

Goals 2.2

Goal 2.2

Goal 2.3

Goal 2.3

26. Continued

7. Why do I have to work when Baby Brother can play?
8. Why might I think Mother likes the baby more than she likes me?

27. Have students prepare booklets with about six pages. At the top of each page they can write the name of an occupation that interests them. In spare time, they will put into this scrapbook anything regarding each occupation, including magazine pictures. Remind them to put in advantages and disadvantages for each occupation. Have them interview all available adults at home and in the neighborhood to complete the scrapbook. At the end of the semester they can select a favorite and take turns reporting their findings to the class.

28. Have the students work in pairs to list everything they did for two days. (They can put their lists on adding machine paper.)

Then they should cut their lists apart so there is one activity per strip. Then have each pair prepare a paper thus:

ACTIVITIES		
Work	Leisure	Maintenance of Self

They should sort their activities and paste them under the appropriate headings. Post all the completed papers on the same wall. Urge them to look and compare different perceptions of work and leisure.

29. Give each student a "Release Card" to be used as a ticket for a period of leisure time. This card entitles the bearer release from one subject for one day.

What a wonderful birthday or winter holiday gift for each student! (They will bless you.) This activity says that leisure time is important to all of us.

30.	Have each student prepare a drawing of his or her favorite leisure time activity and cut around the picture. Then list each activity on the board. Have students help you figure out a set of categories: --Indoor/Outdoor --Sports/Crafts/Volunteer Work/ etc. Then paste these in categories on a large piece of mural paper. Then students can paint in the background according to the general setting in which each category of activities takes place.	Notes Life Roles, Settings and Events Goal 2.3
31.	Help the students form hobby clubs. Furnish them with available reference materials and with addresses. Allow a half hour each week for the hobby clubs to meet during "class time." Have as your goal that every student will be active in a hobby by year's end.	Goal 2.3
32.	Set up a class file of different occupations. Give to each student a card on Monday. On it will go the student's name and the name of an occupation. The students will have the rest of the week to "ask around" about their occupation. When you return their cards on Friday, students can write in all they learned about "their" occupations. Have them include: --training required --tools or equipment used --school subject used most --approximate salary Then have them mill around to have other students help them with information they do not have. (Perhaps they also can use the Dictionary of Occupational Titles or the telephone.) Put the cards in alphabetical order by occupational title. File in a card box. In spare time students can look through the card to fill in missing information.	Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

33. Here are some more sample questions, illustrating the kinds of questions students can ask of adult workers:
--What kind of work do you do?
--What is your title?
--What kind of tools do you use?
--Did you have special training?
--Do you need to be a good listener in your job?
--Do you need to be able to read in your job?
--Do you need to know math?
--Do you need to be able to write well?
--Do you need to be able to speak well?

Goal 2.4

34. Have the students work in small groups to prepare lists of all the workers involved in meeting our needs for food, clothing and shelter. They can write these on adding machine tape. Then have them cut the lists apart, with a worker on each slip of paper. Have them prepare paper thus:

WORKERS	
Goods	Services

They will sort their workers into two categories and paste them under the appropriate heading.

Goal 2.4

35. Ask students to each interview an adult at home or in the neighborhood - a relative will do just as well. Have students fill out a form prepared thus:

OCCUPATION _____ WORKER'S NAME _____

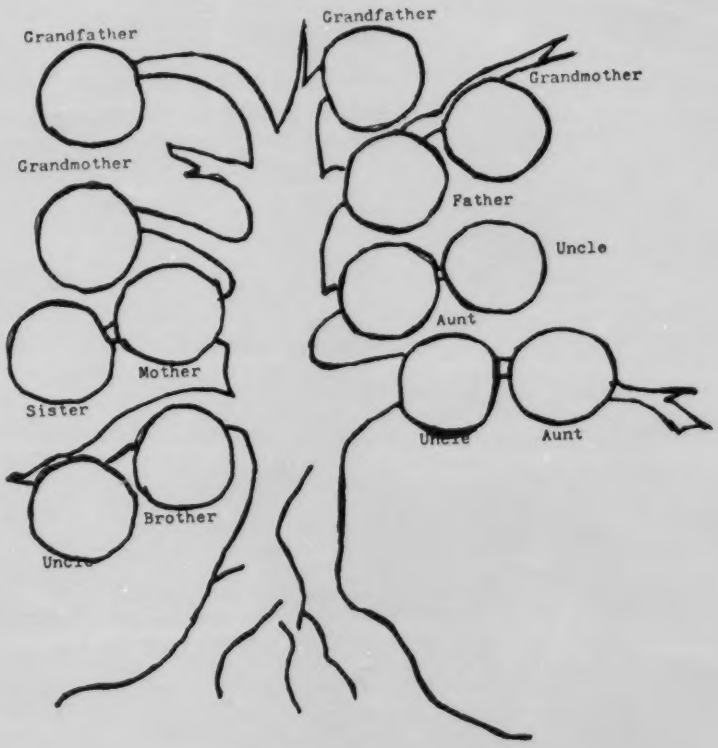
ADVANTAGES OF OCCUPATION	DISADVANTAGES OF OCCUPATION

Let students get into small groups to report their findings to one another. Point out the fact that people have different perceptions of "advantages" and "disadvantages."

36. Have each student write the name of an interesting occupation on a slip of paper. Put all slips of paper into a "hat." Draw from the hat six occupations. Divide the class into six committees. Each group will function as a search committee. Its members will use the yellow pages and "ask around" to see if its worker can be found locally. They will make the contact and preparations for this worker to come speak to the class. Each Search Committee will also write a thank-you letter following its presentation.

37. Give to each student a drawing of this tree to take home and fill out for his or her family. When completed, ask the students to look for patterns (repetition of the same occupation).

MY FAMILY JOB TREE



Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes

Life Planning

Goal 3.1

III. Life Planning

38. To focus on the idea that our feelings cause us to respond differently, use a continuum. Tape or draw a line long enough to accomodate the entire class. Put a happy face at one end and a sad face at the other. Tell the students to go stand on the line at a place which best describes their feelings at the moment, then list other times of the day, other situations, etc., and let them move accordingly.

Explain that our feelings cause us to decide in a certain way.

Ask the students to think about a world where anything is possible. Where one can be, do, have or change anything we wish. They have the power to have three wishes come true. Think about what they would be. Distribute copies of Cut Sheet. Students are to write or draw one wish in each box.

CUT SHEET

Write one wish in a box. Then cut on the dotted lines.

Write one wish here ---->	
Write one wish here ---->	
Write one wish here ---->	

When all have finished, ask them to cut on the dotted lines so they have three pieces of paper. Explain rank order: first choice on top, second choice in middle, last choice on the bottom. Ask them to arrange their wishes in rank order and paste on My Three Wishes sheet. Later have the children work in pairs and explain to each other the feelings that caused them to choose and rank their wishes.

38. Continued

MY THREE WISHES
(in rank order)

My First Choice paste here

. . . . . .

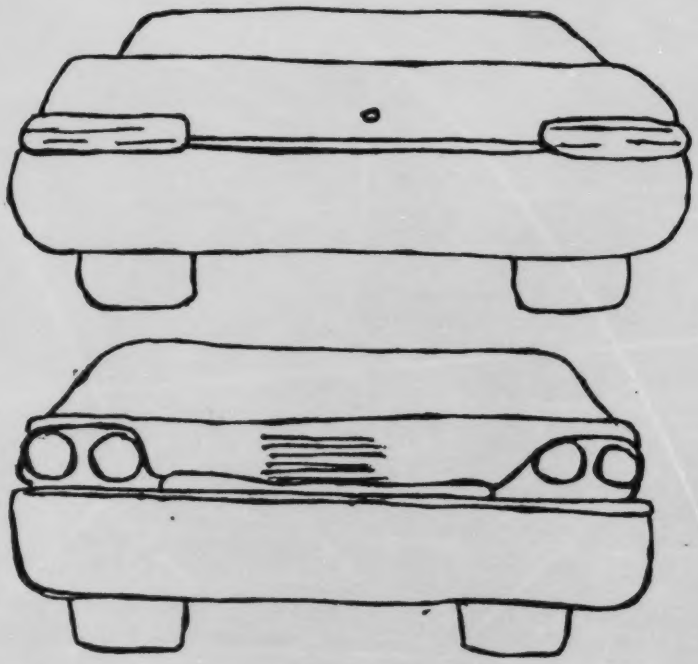
My Second Choice paste here

. . . . . .

My Third Choice paste here

. . . . . .

39. Persons sometimes put bumper stickers on their cars to communicate some of their beliefs, feelings and thoughts to others. What kind of sticker would you put on a bumper? What message would you communicate to someone else? Here are two bumpers for you to use--one front and one rear.



Notes

Life Planning

Goal 3.1

Goal 3.1

Notes

Life Planning

Goal 3.1

40. People wear T-shirts for many different reasons. Some wear them to identify themselves with a group or an idea, or to state a belief. They are worn sometimes just to get a laugh.

    Think of a shirt you'd like to wear, then draw a picture of it. If you want to, you can design both a front and back.

Goal 3.1

41. One indication of values and priorities that helps people decide is a person's preference for leisure activities. It is assumed that those are the activities which are freely chosen. They can write each preference on a strip of paper. They should code each activity with five of the following:
    --Active or Sedentary
    --Indoors or Outdoors
    --Alone or With People
    --Work or Play
    --Institutional or Independent

    They should look for patterns.

    Then have each student make an "I learned . . . " statement.

Goal 3.2

42. For one week have each student keep a timetable of activities. They can also include settings of the activities.

Goal 3.2

43. Ask the students to draw and color self-portraits of themselves as they might appear in 50 years.

    Talk about changes.

44. Help students assess their own interests to help them make more satisfying decisions more easily.

WOULD YOU LIKE TO . . .

	Yes	No
1. Make pictures with crayons		
2. Make designs with pieces of colored felt		
3. Carve things out of soap		
4. Make maps		
5. Make Christmas cards		
6. Decorate the bulletin board		
7. Make a scrapbook of pictures you like		
8. Model things with papier-mache		
9. Do finger painting		
10. Make party decorations		
11. Design posters		
12. Model things out of clay		
13. Paint pictures with water color		
14. Mix paints to make different colors		
15. Take singing lessons		
16. Collect phonograph records		
17. Learn new songs		
18. Play in a band		
19. Make up a song or tune		
20. Sing in a church choir		
21. Listen to music of other countries		
22. Play an instrument in a musical program.		
23. Listen to popular music on the radio		
24. See a ballet		
25. Have a singing part in a musical		
26. See movies with singers and musicians		
27. Learn to play a musical instrument		
28. Take dancing lessons		
29. Hear about life in the jungles of Africa and South America		
30. Hear a talk on what your city is doing to make it a better place in which to live		
31. See the different kinds of money used all over the world.		

Notes

Life Planning

Goal 3.2

Notes

Life Planning

Goal 3.2

44. Continued

	Yes	No
32. Learn why people have different talents: some are good in art, others are good in arithmetic and still others in reading. . .		
33. Hear about how our lakes and mountains and plains help to make the United States a richer country		
34. Hear about homes people lived in thousands of years ago. . . .		
35. Hear about the first boats that were made		
36. Learn how holidays like Labor Day, Memorial Day and Independence Day got started		
37. Hear a talk on what happens to a letter from the time you put it in the mailbox until it is delivered		
38. Find out why we have a limit to the number of people who may come from other countries to live in the United States . .		
39. Hear about how people entertained themselves before they had radio, television and movies		
40. Learn how Alaska and Hawaii became part of the United States		
41. Learn about different languages		
42. Learn what can be done to help sick people who do not have any family to take care of them. . .		
43. Find out how a person gets a job working for the government .		
44. Find out why some people are almost always happy and others are almost always sad and gloomy		
45. Find out the difference between our city government and our national government.		
46. Find out how our American schools are different from schools in Europe		
47. Learn about our American Heroes .		
48. Find out how our state is different from other states in this country		
49. Hear about the ways people traveled long distances before we had cars, steamboats, trains and planes . .		
50. Study about how family life is similar and how it is different in countries other than the U.S.		

44. Continued

Then have each student check one. On a separate piece of paper he or she should name a person who could help them and a place where they could get more information.

Notes

Life Planning

Goal 3.2

45. Invite to class a person who uses a wheelchair. Ask this person to explain:
--why the wheelchair is necessary.
--how his or her school and work plans changed after the event.

Goal 3.2

46. Enlist the help of the librarian in finding books that present things which cause life style changes, such as death, divorce, accidents, illness, remarriage of parents and foster home placement. Present each of the books and add them to the classroom collection. Allow volunteers to tell how these events affected their lives.

Goal 3.2

47. Allow students the opportunity to "teach" the class. Explain a good lesson plan and how it helps. You may have them use this kind of sheet:

Goal 3.4

LESSON PLAN		
Goal	Activity	Materials

They can list a few notes under each one. Stress the value of gathering materials ahead of time. Go over each plan before the students begin "teaching."

Have the rest of the class fill out "evaluations" on each lesson.

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills	
Goal 4.1	48. Help students develop awareness by posting a daily error. Somewhere in the room print a letter backward or change the numeral in a date - anything that is neither too obvious nor too subtle.
Goal 4.1	49. Caption a February bulletin board Put Your Heart Into Your Work. On this students can paste examples of their best efforts. This need not be error-free.
Goal 4.2	50. With old mail-order catalogs, have students fill out order forms for their clothing needs if they lost all theirs in a fire. Have them total the cost. Ask them to imagine that the insurance company has allowed them $300.00.
Goal 4.3	51. For this activity the students will work in pairs. They will name one school subject and list twelve occupations that relate to it.
Goal 4.3	52. Use resource people - adults from the world of work - to explain their jobs and how they use courses they had in school.

> We must be careful in our exploration of the world of work, that students do not select an adult work role now. They should be busy discovering what their interests are and, later, applying these interests to the world of work. They also need a broad awareness of what's "out there" in the world of work.

Goal 4.4

53. Have students work in small groups to brainstorm lists of occupations. They should sort them into two categories:

Those Who Work with People	Those Who Don't Work with People

Point out that interpersonal skills are necessary.

Then have each group list qualities that help us get along with people:
--fair
--happy
--helpful
--careful
--good listener

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HEATH AND PHYSICAL EDUCATION ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Introduce the idea of self concept and how its development can be influenced by the actions of others.

   Goal 1.1

   Divide the class into groups of three or four. Give each group a role play situation: someone on the playground is calling someone else names or a group of children is gossiping about someone. Perhaps each group would like to make up its own situation. Tell them to think of a situation when people hurt someone else's feelings or make another person dislike himself or herself.

2. Ask students some or all of the following questions:
   --What does it take to get along?
   --What are some ways to tell people when their actions are bothering you?
   --How can we keep on being friendly when so many people are not?
   --Is it important to keep trying to be friendly? Why or why not?

   Goal 1.1

   Then ask students to work in pairs to list ways to make friends and ways to keep friends.

3. Ask students to make food collages showing things they do and do not like. They can use magazine pictures. Ask them what kinds of foods they like. Ask how many of them can name a junk food they do <u>not</u> like.

   Goal 1.2

   They can repeat the activity using as topics such things as sports, work or people.

4. Ask each student to list five things he or she likes to do alone and five things he or she likes to do with a group.

   Goal 1.2

5. Ask a volunteer to name two students in the group. Ask how they are alike. Ask how they are different. Then compare two workers in different jobs. Then compare a man and a woman. Ask the students how <u>conformity</u> makes people alike. Explain that we can conform in appearance and actions. Have the students guess <u>why</u> people want to conform. Ask if it is ever risky to conform.

   Goal 1.2

Notes	
Self Knowledge Goal 1.2	6. Ask students to describe ways in which they have changed since kindergarten. Ask why we do not always notice this change. Ask what things tell us we have changed. Have each student illustrate and write a story called "Changes in Me During the Past Year." Summarize by saying we grow in intellectual curiosity, independence, skills and abilities if nothing <u>impedes</u> or slows down that growth. Ask the students to name some events or situations which are <u>impediments</u> to human growth.
Goal 1.3	7. Divide the students into small groups. They will dramatize situations showing polite and impolite actions on the part of any or all of the following: --Airline Flight Attendant --Sales Representative --Tour Conductor --Travel Agent --Gas Station Attendant
Goal 1.4	8. Have a nurse demonstrate each of the following first aid procedures: --how to make a splint --how to treat a snakebite --what to do when a person faints --how to clean and bandage a cut --how to stop a bloody nose Then have students practice with and test each other in small groups using appropriate materials. Present them with some first-aid "certificates."

II. Life Roles, Settings and Events	Notes
9. Ask students why fish is a good food source. It is low in fat and high in protein. Explain that in many countries and regions of the U.S. a lot of fish is eaten. Ask students to write up some of the menus their families use when they prepare fish. Ask them to describe in writing some of the fish dishes prepared at home.	Life Roles, Settings and Events Goal 2.1
10. Have a hobby show. Allow each student time to explain and demonstrate his or her hobby. Invite another class to hear the presentations.	Goal 2.3
11. Have several resource persons speak to the students to tell how they use leisure time doing volunteer work. Include the regularly scheduled work of hospital volunteers and on-call work of PTA mothers helping with vision and hearing screening. Ask students to think of volunteer work that they could do in the community.	Goal 2.3
12. Have the class help you list all the organizations to which they belong. These might include Scouts, 4-H, church groups or athletic teams. Have each student prepare a report on one of his or her organizations. The report should include such things as the organization's goals, dues, fees and rules. Take several days for students to present their information. Then have each name an additional organization in which he or she is now interested.	Goal 2.3
13. Ask students to sketch or find magazine pictures of their favorite hair styles. Then invite a beautician or barber to discuss hair care and caution for dying, tinting, streaking, straightening and curling hair. Ask this person to describe other grooming services such as eyebrows and fingernails. Have him or her also tell about the academic skills which are useful on the job.	Goal 2.4
14. Invite the school dietician to come speak as a resource person after lunch. Ask him or her to bring the calorie counts of the foods served that day. Have the students figure the calories which they consumed at lunch. Ask this person to describe the work of a dietician including: --balanced lunch --state requirements --health standards --amount of food consumed by the students	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	15. Invite a pharmacist to bring several different prescriptions and read the directions aloud. Explain that drugs must be used properly. To decide otherwise requires information about the consequences and doctors have that information. Ask the pharmacist to explain all the other information on the prescription label. This person can also describe the predictable effects of stimulants and depressants. Have him or her name common illnesses and tell what a doctor might prescribe: --heart disease (Dilantin) --diabetes (Insulin) --pneumonia (Penicillin)
Goal 3.2	16. Ask the students to list foods representing 1200 "empty colories." Then have them list a balanced meal using 1200 calories. Ask the students: --What are some reasons why hunger is a problem in the world today? --What are some things we can do about our consuming habits to help ease the shortage? --What are some things being done about this problem? For more information have the students write: Bread for the World 207 East 16th Street New York, New York 10003
Goal 3.2	17. Have the students use a microscope to view a slide with common bacteria. They should each draw a picture of what they see now, in 24 hours and after washing the slide in warm, soapy water. They will compare drawings and summarize. The moral of the activity is: if you want to stay healthy (future outcome), use soap and water (present planning)!
Goal 3.4	18. Prepare a sheet on which students can record their height and weight monthly for the year. Have them weigh, measure and record changes. They may want to make plans for losing or gaining weight.

IV. Academic and Vocational Skills	Notes
19. Have the students use large Kraft paper to trace around each other. Each student then cuts out his or her life-sized figure. Have the students use encyclopedias and health books to draw in: --heart --lungs --esophagus --stomach --small intestine --large intestine As other body parts are studied, students may draw these in. Mount these figures on a hall wall.	Academic and Vocational Skills Goal 4.1
20. Invite the school nurse to explain and demonstrate the use of an oral thermometer, a sphygmometer and stethoscope. Try to obtain several thermometers, sphygmometers and stethoscopes. The students are to be able to read the temperature as shown on a thermometer with an accuracy of within five degrees. They will indicate to the satisfaction of the teacher the ability to hear a pulse on the stethoscope in conjunction with reading blood pressure. Then have the students write paragraphs describing the importance of instruments in nursing.	Goal 4.2
21. When you are studying the human body, invite the physical education teacher to come to your class and talk about how to become a physical education teacher. Be sure this person describes the need for the scientific knowledge, the importance of learning how to present it and the need for a knowledge of the way children learn.	Goal 4.3
22. Have the students make posters showing health responsibilities we all have in modern life. Have them include such things as reading labels for BHA and BHT, cutting down on sugar and eliminating aerosol cans from our lives.	Goal 4.4
23. Divide the class into small groups. Have each group prepare a dramatization of a health-oriented television commercial: --Don't smoke. --Drink orange juice. --Exercise. --Don't pollute. An alternative would be to have students prepare posters of the above television commercials.	Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

24. Have students keep records of the foods they eat each day for one week. Then they should sort these into the four basic food groups. They should draw garbage cans and write the names of junk foods in there.

Have students write business letters asking for information about the occupation of dietician:

American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois

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LANGUAGE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Listening and speaking are the cornerstones in building relationships.

   Goal 1.1

   Let the students record their voices on a tape recorder. Let them do this many times to become aware of the need for using expression.

   Ask them to list things they'd like to work on after they listen to their voices. The speech clinician can make suggestions.

2. Self-awareness is one of the major components of career education and certainly a goal of all educators. Through an activity such as this the child learns much through self-analysis in a parallel situation.

   Goal 1.1

MARGIE

When Margie was a little girl, she was sick a lot. She cried and cried because she didn't feel good. Her mother had three other children to take care of. One day she said to each of them, "Since Margie is sick I'm going to have to spend a lot of time with her. You will probably feel jealous of Margie and angry with me. When you do, I hope you will come and tell me. I know how it feels to be jealous and angry. We will talk about it."

Margie's mother cuddled her and talked softly to her. Even though Margie didn't feel good, she knew that her mother loved her.

Because of her sickness, Margie was late in learning how to do things. Tying shoes and buttoning coats were two things it took forever to learn. Even after she did learn, she was slow about getting the job done. When Margie seemed discouraged, her mother said, "Tying shoes is hard at first."

By the time she went to first grade, Margie felt that she could do most things if she had enough time for them. Reading seemed hard and Margie became frightened. Her teacher

Notes

Self Knowledge

Goal 1.1

2. Continued

said, "It's difficult to learn to read, but almost everyone does. Being able to read makes life more interesting and more fun." After some hard work, Margie did learn to read. Now she sometimes reads a book even when she doesn't have to.

Like all children, Margie is sometimes rude to other children and to grown-ups. Her mother usually waits until she and Margie are alone to correct her. Then she tries to make Margie realize how it feels to be a victim of someone's rudeness.

If Margie were to draw a picture of herself, how would it look? Before you start drawing, try to put yourself in Margie's place. How does she feel about herself?

Goal 1.1

3. Friends are important to boys and girls. Your friends may make a difference in the things you do. Write the names and addresses of some of your best friends.

Can you tell any reasons why they are your friends?
How do people show you they are your friends?
How do you show them that you are a friend?
"The best way to gain a friend is to be one."
If you feel that you would like to have more friends, how would you go about gaining friends?
An author once defined a friend as someone who likes you. Look at your answers above and from them try to define a friend.

Name three classmates you would like to . .

. . . sit next to.

. . . work within a committee for a party.

. . . work within a committee for social studies.

Think about a time when your looks made a difference.

3. Continued

in the way you acted.

What are some ways you can make yourself look your best?
How can following good health principles help your appearance?

4. Self-awareness is one of the most important elements of career education. An activity such as this might give the student, teacher and parent a good clue to a child's self-concept and attitudes.

1. When I get up _____
2. After I get in bed at night _____
3. When I was a baby _____
4. If I had a dollar I would _____
5. When my mother isn't at home _____
6. On the way home from school I _____
7. On the playground I _____
8. When I grow up _____
9. If I could do anything in the world I wanted to I would _____
10. If I had a million dollars _____
11. The thing I like best about this school is _____
12. The thing I like least about this school is _____
13. Good parents are like _____
14. When a boy (girl) does something wrong he (she) __
15. The person I like best at this school is _____
16. What people like best about me is _____
17. What people do not like best about me is _____
18. If I could be anyone in the whole world, I would be _____
19. The person I admire most in the whole world _____
20. A good boy (girl) is like _____
21. The thing that really makes me mad is _____
22. I feel bad when _____
23. I get in trouble because _____

Notes

Self Knowledge

Goal 1.1

Goal 1.2

Notes

Self Knowledge

Goal 1.2

5. Put a check next to the things you like to do.
I like to:

____Be with people most of the time
____Do things by myself
____Make things others can look at or use
____Talk to others
____Put my ideas on paper
____Work with numbers and mathematics
____Work with machines
____Help people to be happier
____Discover new ideas
____Make pretty pictures
____Write music, songs
____Work on school activities
____Work indoors
____Work outdoors
____Collect things
____Move around a lot

Compare the things you have checked with those checked by others and you will discover how you differ from others.

Goal 1.2

6. Have the students each write an autobiography using each of the following points as a chapter title:

a. name
b. address
c. age
d. family history
e. school picture
f. favorite school subject
g. hobby

Goal 1.3

7. Teach the skill of creating four-part definitions. Present this:

1. Draw a chart.
2. Write the word you are defining in first column and the word <u>is</u> in the second.
3. Think of another word that means the same or almost the same.
4. Add several words to explain.

Word	Is	Other name	Explanation
A glider	is	an airplane	without a motor.

Goal 1.3

8. Have the students take turns writing articles for the PTA Newsletter. Tell them they will prepare rough drafts, correct them and then re-copy them with your help.

9. Arrange students in small groups to discuss the advantages and disadvantages of mothers' working. Each one will have five minutes to speak without interruption. Then have the students write essays on their feelings about mothers' working.	Notes Self Knowledge Goal 1.3
10. Have students look in magazines for pictures of manufactured products. They will "hide" these objects in envelopes. Then each one will describe his or her product without naming it. The others will try to guess the object name from the description.	Goal 1.3

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	11. Assign to students the task of writing paragraphs describing the danger of pollution to the fishing industry. Then have them use reference books to discover three changes in ship building in the last century. Have them think of a way in which each change has created jobs and one way in which it has taken away jobs.
Goal 2.1	12. Select an object in the classroom. Have the students list all the workers who helped make it. Divide the class into small groups. Give to each group an object and have them proceed likewise.
Goal 2.2	13. Have the students work in small groups to prepare lists of positive comments to put on their language arts papers. Use these when you evaluate their written language work.
Goal 2.3	14. Divide the class into small groups. Assign to each the task of finding out how the various sports began: archery, fencing, boxing and so on. Then have each group prepare a presentation of its information to the rest of the class. This will provide an excellent opportunity for students to practice library skills. Have the students bring in newspaper articles about their favorite athletes.
Goal 2.3	15. Have the students each write a description of themselves including special interests, physical characteristics and what they enjoy for hobbies. The teacher can collect the descriptions and read each one aloud. The students guess who the mystery person is.
Goal 2.3	16. Have each student write a brief description of a vacation trip taken. Have them underline all the proper nouns which name places. You may want to post a map of the United States for their reference. Then have them read aloud their descriptions and omit the underlined words. The rest of the class will try to guess where each reader went.

17. Hopefully you will have hobby clubs in your class. Encourage the formation of a Pen Pal Club. For some pen pals each club member can send his or her name and address, age and 25¢ to:

    Pen Pals
    Jack and Jill
    567 B
    Indianopolis, Indiana 46206

    From this will come a Stamp Club. Let this group have a Stamp Day in which they explain and display their collections and most interesting stamps. Have a buying and trading area set aside.

    Once a week at your Class Meeting allow time for reports from each of the hobby clubs.

Notes

Life Roles, Settings and Events

Goal 2.3

18. Ask students to help you list on the board titles for people.

Officer	Mr.	Prime Minister
Judge	Ms.	Representative
General	Miss	Doctor
Rev.	Mrs.	President
	Senator	

Goal 2.4

Have the students search newspaper articles to find use of these titles. Have them write a few sentences (using the titles) to summarize the action in the story. They can paste their articles on the paper with their sentences. An example might be:

The general asked
the prime minister
to stop the fighting.

19. After providing each child with the following list of job nicknames, help the class to identify each with the job to which it pertains. Then help find pictures to represent as many jobs as possible. With the use of a projector, enlarge the pictures to a uniform size suitable to display as a mural. Paint the representative pictures and label each with the appropriate nickname.

Goal 2.4

Notes	
Life Roles, Settings and Events Goal 2.4	19. Continued Sky pilot - Preacher Sawbones - Doctor Roustabout - Circus laborer Sandhog - Underground laborer Waddie or Cow Puncher - Cowboy Mule Skinner - Driver of mule team Schoolmarm - School teacher Hard Hats - Construction workers Smoke Eater - Fire fighter Cop - Police officer Grease Monkey - Mechanic Cabbie - Taxi driver Florence Nightingale - Nurse Pill Roller - Pharmacist Hash Slinger - Restaurant cook
Goal 2.4	20. Have the class do some role playing using different types of communication. Divide the class into four or five groups and have various scenes from communication such as a telephone operator, a reporter covering a story, the news being reported at 6:00 p.m., a disc jockey on the radio, etc. Have the class guess which occupation is being involved in the role playing. If time permits have the students help to make a list on the board of as many occupations involved with communication as they can think of. Then erase all the occupations listed on the board. Assess the activity by asking students to list eight occupations involved with communication.
Goal 2.4	21. There are certain kinds of information about occupations that can best be gathered by asking the workers involved. Let the students have much practice. Have them interview their parents using prepared questions: 1. What is the name of your job? 2. What are your duties on the job? 3. Where do you work? 4. What educational training is needed for this work? 5. What personal traits are especially useful in your work? 6. What special skills are helpful? 7. What special benefits does your job have--vacations, wages, etc.? 8. What could be expected as a starting wage? 9. What are some things you like about your job? 10. What are some things you dislike about your job? 11. Do you work alone or with others? 12. What are your working hours? 13. What other jobs could you do with your training?

21. Continued

14. Where could I receive training for this job?
15. How has your job changed in recent years?
16. What will your job be like in the future?
17. What school subjects are most helpful?
18. What physical requirements are needed for your job?
19. What interesting people do you meet because of your job?
20. Why did you choose this career?

Then have them find an occupation described in the newspaper "want ads." Have them prepare questions they would ask about this occupation.

Notes

Life Roles, Settings and Events

Goal 2.4

22. After reviewing the position and effect of suffixes, introduce the suffixes 'er', 'eer' and 'ist'. These suffixes form nouns meaning (a) a person having to do with (farmer, engineer) or (b) a person skilled in or occupied with (chemist, violinist).

Goal 2.4

After introducing the function of these suffixes, play a riddle game to develop understanding.

The teacher says:

"I bake bread. I am a _____."

The first student to give the correct answer 'baker' gets to give a riddle that can be answered with an 'er', 'eer', 'ist' word. Distribute copies of this list!

er		eer	ist
gardener	driver	mountaineer	pianist
miner	hatter	engineer	chemist
farmer	runner	auctioneer	physicist
baker	advisor	charioteer	biologist
explorer	teacher		violinist
hunter	trainer		machinist
cleaner	dancer		columnist

23. Make a grab bag containing verb phrases that would go with a noun phrase consisting of a determiner and a common noun.

Goal 2.4

Examples:

_____is a teacher.

_____drives a truck.

_____operates a computer.

_____runs a bakery.

_____delivers the mail.

_____is a technician.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Goal 2.4

23. Continued

Allow each student to draw from the bag and make a sentence using a determiner (some, a, the, this, etc.), a common noun (boy, girl, man, woman, etc.) and the selected verb phrases.

24. Have the students play Dictionary Race.

Each student places a closed dictionary on the top of his or her desk.

The teacher writes an occupation title on the board (farmer, chef, custodian, astronaut, teacher, etc.).

At a signal, the students locate the word in their dictionaries. The first person to locate the word gets to specify the next word to be located.

25. In the fall of the year, ask the PTA to buy you a subscription for a large city newspaper. Encourage students to browse through it every day at home or at school during free time in Reading class. Encourage them to clip interesting stories from the old issues and put them on a bulletin board captioned, Look at This!

> One of America's wise Founding Fathers said that a Democracy requires an informed electorate. So build on the newspaper all you can.

Then have the class make a newspaper. Have them take various newspaper responsibilities:
--Editor-in-chief
--Sports
--Editorial
--Food
--Comics
--Local News
--International News
--Proofreader
--Printer-Typer
--All-around Reporters

Explain that newspaper writing calls for many language arts skills:
--Sentence Structure
--Grammar
--Punctuation
--Capitalization
--Spelling
--Proper Usage--Slang
--Proofreading

26. Have the students make a bulletin board of magazine and newspaper advertisements. Have them help you list all the adjectives used to describe the various products.

    Present them with this challenge:
    "Junk food snacks are just that - junk. They pollute the body with animal fats, refined sugar, chemicals and empty calories. But the television commercials and magazine advertisements never mention that. On the contrary, magazines and television make these foods enticing and irresistable. There are many snack foods which will satisfy your hunger and make a better you. They are fruits and vegetables. But whoever speaks out on the benefits of carrot sticks and celery! This is your challenge- to prepare a magazine ad that will make people want to snack on fruits and vegetables instead of junk food."

    Allow them to use paints, markers and your letter patterns to make masterpieces.

    Then, to give the "ads" the slick, glossy magazine - picture look, have students cover them with clear Contact paper

27. Have the students list an occupational title for each letter of the alphabet, such as actor, baker and cook. Allow them to use their dictionaries. The winner reaches "Z" first.

    Another game involves listing occupations beginning with one letter. Each student can have a different letter. The one listing the most wins. They may use dictionaries. The winner must be prepared to read his or her list.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Notes

Life Planning

Goal 3.1

Goal 3.2

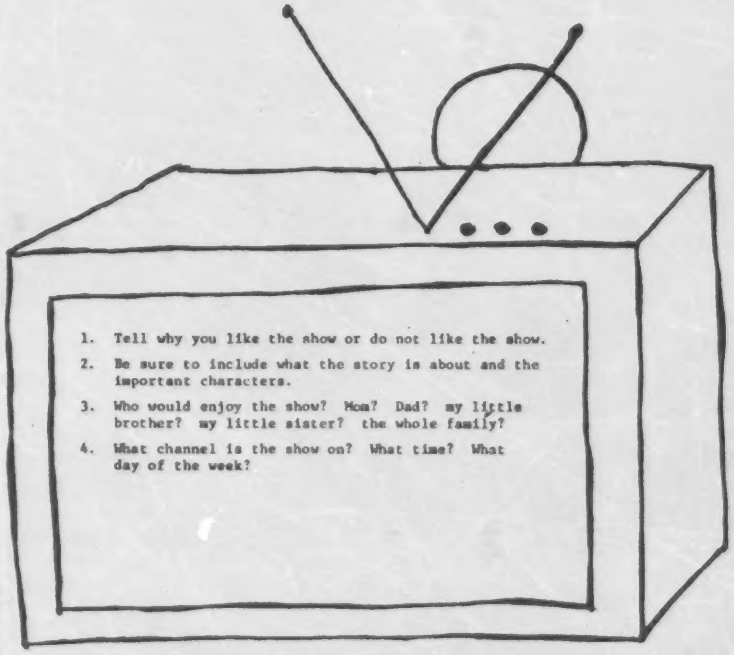
III. Life Planning

28. Divide the class into small groups. Allow them five minutes to brainstorm lists of situations where it is important to get information quickly in order to make decisions. After the groups read their lists aloud, have each group transfer its list to this sheet and complete it:

QUICK INFORMATION

Situation	Information Needed	Decisions to be Made	Consequence of inaccurate information

29. Have the students each select a television show. Have them prepare a review of it. They may use the following guidelines:


1. Tell why you like the show or do not like the show.
2. Be sure to include what the story is about and the important characters.
3. Who would enjoy the show? Mom? Dad? my little brother? my little sister? the whole family?
4. What channel is the show on? What time? What day of the week?

30. Have the students close their eyes and imagine that they are asleep in their beds. It is morning. Suddenly someone is shaking them and they hear, "Wake up, wake up! There's no school today."

    The whole day is theirs and they may plan it as they wish. Ask them to plan their day as realistically as possible doing things they like to do. Have them write this up as an hourly schedule.

31. Be sure that students have available a good supply of choices for their "free" time activities at school. Library books, magazines and newspapers are excellent. They can be put down and picked up flexibly. You can put all of these materials in a central location with a rug on which to sit. Or students can take these materials to their seats. Encourage them to have a library book in their desks for free-time reading. Then have Munch and Read during library time. (Students bring nutritious snacks.) Make them aware of the value of reading as a free-time activity.

Notes

Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	32. Before students do some creative writing tell them that they will proofread the work of one another. Take one skill a session. The first session they can focus on capital letters; the second session, periods; the third session, commas; the fourth session, question marks; the fifth session, exclamation points; and the last session, spelling errors. Before each creative writing session review the skill that will be the focus. Let the proofreaders use red pencil!
Goal 4.1	33. Here is an activity which will help students practice finding the main ideas. Choose two students to preview a film for class use. Ask them to make out questions based on the most important ideas when the film is over. These questions will be incorporated in the post-viewing discussion.
Goal 4.2	34. Have each student select a local business from the yellow pages. Ask them to think of two things they'd like to find about that business. Have them put these into questions. Then present the business letter as you normally would. Have each student write to a business seeking answers to the two questions. Have them prepare envelopes and mail the letters.
Goal 4.2	35. Have the students write letters to our Governor requesting a personal photograph. Have them also ask him to list what he or she thinks are five major problems facing the state.
Goal 4.3	36. Have the students look through the yellow pages of the telephone directory to find all the headings relating to communications. Then under each heading they will list one business, its address and telephone number. Then have the class choose six of these businesses. Have six groups of students prepare a business letter for one of the six businesses the class selected. In the letter they should ask for the name of a job in the business and a description of the training that job requires.

37. Ask the students to help you list some good grooming routines their parents perform before going to work in the morning:
--shampooing hair
--sewing on buttons
--polishing shoes
--shaving
--putting on make-up
--brushing teeth
--getting dressed

Introduce the word sequence by asking what they do first, what they do next and so on.

Divide the students into pairs, and have them choose one of the above good grooming routines. They should list in order all the steps involved.

Then have each pair prepare a dramatization of the scene at their house in the morning. One of them takes the part of an adult going through the steps they listed of the good grooming routine. The other student takes the part of another family member doing something else in the background. (This ought to be quite amusing . . . and revealing.)

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Ask the students to help you list words that describe people they like. They will probably list such things as:
   --Honest
   --Playful
   --Confident
   --Orderly
   --Courageous
   --Cooperative
   --Caring
   --Friendly

   Add these to their list and help them define them:
   --Aggressive
   --Competitive
   --Creative
   --Flexible
   --Open-minded
   --Independent
   --Rational
   --Spontaneous

   Ask the students to copy all these words down on a piece of paper. They will cut the paper into strips with a word on each strip. Ask them to think about a school where every person is the same. Which of these do they feel is most important for everyone to be? Have them lay it out on their desk. Have students find their second choice and put it under their first choice. Then have them find their third choice and put it under their second choice. Continue until they have arranged all the strips in a rank order. When they are satisfied with their rank orders, they should paste them down on a separate sheet of paper.

   Have each student name his or her first choice and explain why he or she chose it.

Goal 1.1

2. This activity involves use of the calendar for helping develop friendships with both other children and adults.

   Prepare a 1979 calendar for each student, using one page for each month. Leave enough space for writing in the squares.

Goal 1.1

Notes

Self Knowledge

Goal 1.1

2. Continued

Staple the calendar between booklet covers titled Birthday Calendar Autograph Book. Have the students spend a week, using class time and time at home to gather the birthdays of as many people as possible. They should ask these people to autograph the calendar on their birthdates. Ask them how they felt about asking other people.

When this first step has been done, have them go through their calendars and code the name of each birthday they want to remember.

W for verbally wishing someone a happy birthday.
C for sending someone a card.
G for giving someone a gift.

Then (here's where the math skills come in), they should use the back page of each month to tally the number of cards, stamps and gifts they will need. They can then set an amount for each item and total the whole thing. They will then know how much to set aside for this purpose.

Goal 1.2

3. Help the students learn to figure out what behaviors get them into trouble in the classroom. For this they will need a sheet such as this taped to their desks for three days.

WHAT GETS ME INTO TROUBLE

What the other person said or did	What I said or did	Time	Day

After three days have them tally the number of times each day in which they got into trouble. Ask questions to help them see patterns.
--Did it happen at the same time every day?
--Did it involve the same person every day?
--Was it in the same place every day?
--Was this person a student?
--What might help keep you out of trouble?

Ask the students to make "I learned . . ." statements about this activity. Those who had no entries on their sheets may have observations to share about other students or the environment of the classroom.

3. Continued

> Please remember to have an open mind. This could be helpful for you. You are probably wondering about what to do in some of these situations, too.

4. Use the skill of figuring averages to help students understand how one can lose without becoming discouraged. Teach them averages first. Then show them percentages.

   Then invite to the class as a resource person a bowler. Have this person explain the use of averages in figuring scores. Then have him or her show how per cent and subtraction are used to figure handicaps. The handicap is 80% of the difference between the actual average and the scratch score, which is 170 for women and 180 for men. (Ask an avid bowler for clarification before proceding with this activity.)

Notes

Self Knowledge

Goal 1.2

Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.3

Goal 2.4

II. Life Roles, Settings and Events

5. Invite someone from the computer industry to explain how it has burgeoned since 1950, telling how changes in size have affected the industry. Have him or her tell about the ways in which computers have enriched our lives. Ask what are some things computers can and cannot do.

   Perhaps you will want this person to point out the importance of arithmetic skills as a foundation for later mathematical development.

> *Time* magazine published a special section called "The Computer Society" on February 20, 1978. It will give you excellent background.

6. Explain to students that their family duties do indeed contribute to the family's economic security. Ask them to list all the jobs they do in a week and how much time each job takes. Then have them total the time each week they spend working as family members. Explain that these jobs have to be done by someone. If the students can't do them they should figure what it would cost to pay someone at the current minimum wage of $2.65 per hour. Have them multiply to figure what hiring the jobs done would cost per week, month and year. Tell them that the helping they do at home is an important contribution.

7. Have the students help you list all their leisure activities. Divide the class into small groups. Divide the items on the list equally among all the groups. (Don't forget musical instruments and dancing lessons.) Each group will figure the cost *per year* of each activity. They must include, not only admission fees, but the initial outlay for special clothing and equipment. Give to each group a Sears, Montgomery Ward or J. C. Penney catalog for a reference book.

   Then assemble them in a large group. Help them arrange the leisure activities in rank order from most expensive to least expensive.

8. Caption a bulletin board *Use Your Math*. Then have students draw or paste magazine pictures of adult workers who use math skills.

9. When you are studying agriculture in social studies or conservation in science, invite a professional from one of these fields to tell how math is used on the job. Have him or her explain, not only the obvious tasks, but the "paperwork" tasks as well.	Notes Life Roles, Settings and Events Goal 2.4
10. Invite a parent to come explain how he or she uses math on the job. Have this person tell about the math skills he or she thought were most fun as a child. Ask this person to describe math games used in school as a child.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	11. Explain the concept of drawing things to scale. Ask why workers building houses need to scale things down to work on the plans. Then have students divide into small groups. Explain the Listening Rules: 1 - Look at the speaker. 2 - Concentrate on what the speaker is saying. 3 - Ask questions to help the speaker explain. 4 - Give the speaker encouragement. 5 - Do not disagree with the speaker until it is your turn. Each group member will have five minutes to speak on the topic "My Dream House." Then have students draw floor plans of the main floor of their dream homes. Ask them to think about how large they want each room to be. Distribute pieces of ¼" graph paper. Tell them that the scale is ¼" to 1'. Write this on the board and what it means. Then have them draw their dream home floor plans to scale.
Goal 3.2	12. Each time you assign written work in math for a week, have students write on the top of the paper: a - how long they think it will take to finish. b - the time they began. c - the time they finished. d - Yes if they came close to their guess.
Goal 3.3	13. Present to students a list of guidelines for brainstorming: 1 - Let the ideas be wild. 2 - Do not judge the ideas of others. 3 - Try for many ideas. 4 - Use the ideas of others. Then have the students write down a short description of a personal problem they have had in the past. Without writing their names on the papers, they drop them into a "hat." Draw out a problem and read it to the class. Have each group brainstorm a list of possible solutions to the problem. Remind them not to judge the ideas of others right now. Then have each group read its list aloud and decide which of the possible solutions are acceptable to everyone. They should cross out those which are not acceptable to everyone.

13. Continued

Ask students to help think of occupations where mathematical brainstorming is used.

14. Set up a learning station by creating a Smarty Cat Cubby, which houses puzzles, problems and brainteasers. A desk or table placed inside a large box will be sufficient.

Start a collection of brainteasing problems and puzzles which students must solve. Relate problems to occupations, such as, prices at a gas station, grocery store, mail orders and feed stores.

Encourage students to add to the collection.

Notes

Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	15. Use real life kinds of situations where students can practice their computing skills. For example, selecting food from real restaurant menus for their families. Have them try to stay within a certain amount. If you are working with <u>percent</u>, have them figure 15% tips on the total restaurant "tabs."
Goal 4.1	16. Cover a bulletin board with graph paper. Put a month's worth of dates along the bottom and degrees on the side. Begin with -30^{o}F and go to 100^{o}F. Make a bar graph by recording the temperature each day at the same time from a thermometer mounted outside. Each day convert the temperature to Celsius.
Goal 4.2	17. Here are some math problems to use with your farming or agriculture unit in social studies. 1. Mr. Neal plans to sell 150 bales of hay. If he sells the hay for 1.25 dollars a bale how much will he make? 2. On Wednesday the price of corn was \$3.75 a bushel. Farmer Green has 315 bushels to sell. He decides to sell 200 bushels at \$3.75 a bushel. How much will he make on the 200 bushels he sells on Wednesday? 3. Information - Monday Soybean prices 2.45 Tuesday " 2.51 Wednesday " 2.56 Thursday " 2.58 Friday " 2.54 Farmer Brown has 235 bushels of soybeans to sell. How much will he make if he sells them on Monday? Tuesday? Wednesday? Thursday? Friday? 4. An average cow eats 6 pounds of feed in the morning and 6 pounds at night. She would be eating ____ pounds per day. How many pounds would a herd of 50 cows eat in a day? A month? A year? If the cost of the feed is .15 a pound, how much would it cost to feed a cow for 1 day? 1 week? 50 cows one day? 50 cows one month? 5. If a milk bulk tank holds 1000 gallons when full, how much will it have in it when ½ full? 3/4 full? 2/5 full? If the tank holds 250 gallons, how much will it have in it when ½ full? 3/5 full?

17. Continued

6. The average cow gives 10 children 1 pint of milk each day, each year. How many pints would this be in one regular year? How many quarts would this be? Gallons?

7. If a cow eats 30 pounds of silage a day, how many pounds would it take to feed one cow for one month, one year? How much would it take to feed 10 cows for a month? How many tons would this be?

8. A cow does not start producing milk until she is 2 years old and produces milk for 10 months of the year. If she is kept in the herd until she is six years old and has a calf every year, how many calves will she have had and how many months of active milking? How many years would this be?

Be sure you have less able readers work with good readers so lack of reading skill does not cause problems.

18. Have students work in small groups to list all the things math skills help us do in our homes. Have them write one "thing" per small slip of paper. Then they should try to list the specific skills used under each "thing" math skills help us do.

19. Have a simulated restaurant to help students practice money skills. Students are divided into two groups: customers and cashiers. The cashier will be given an order similar to that used at MacDonald's which they will fill out as a customer places the order. The cashier will total the amount of the order. The customer gives the cashier money for the order; he or she must be sure he or she has enough to pay for the order. Cashier must count out the correct change to the customer.

20. Set up a general store with old toys and games the students no longer want. Have students prepare play money from dittoed sheets. Give to each student $20.00. Have them auction these off. Get a real auctioneer to do it for you.

21. Bring in a newspaper clothing or toy store advertisement. Have the students figure the cost of all the items on a half-price sale, on a 20% off sale, and on a-half-of-a-half-price sale.

Notes

Academic and Vocational Skills

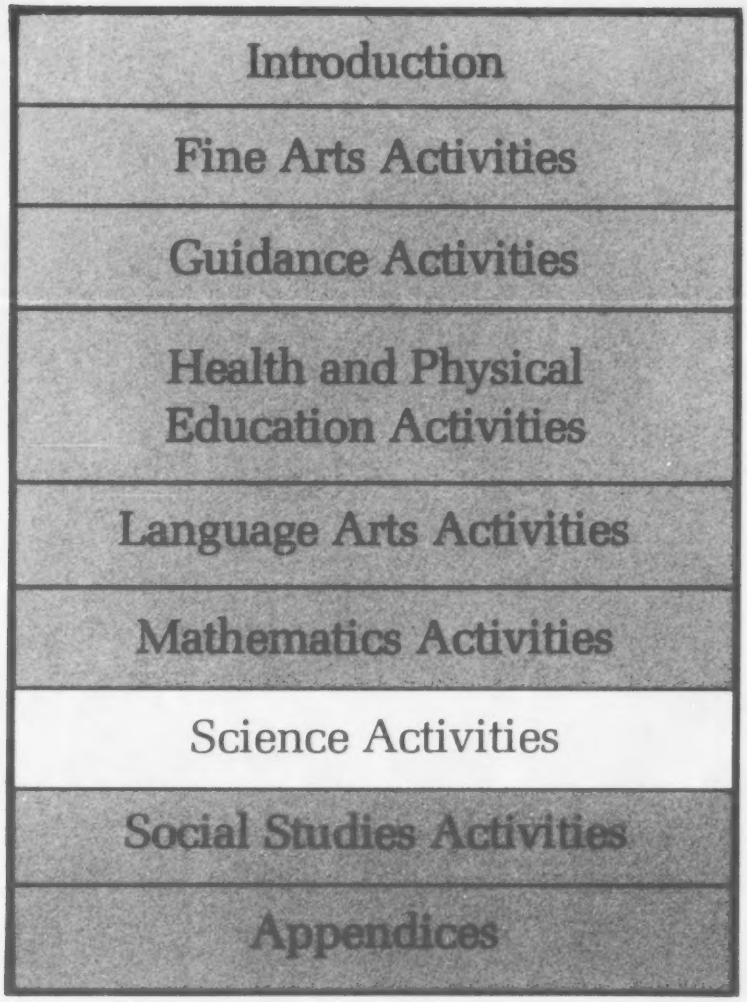
Goal 4.2

Goal 4.2

Goal 4.2

Goal 4.2

Notes Academic and Vocational Skills	
Goal 4.2	22. Set up a cooking center with some practical experiences for reinforcing fractions. Have students measure water to figure out totals on batches. Post the recipes and prepare some task cards. --Pretend you are a homemaker and you must make 2½ batches of Rice Krispies Squares for the Halloween party. How much of each ingredient do you need? See the recipe on the wall in front of you. --Write a recipe for a third of a batch of fudge. See the recipe in front of you. --Make 3 batches of cherry Jello. Write down the ingredients. The recipe for one batch is on the box in front of you on the wall.
Goal 4.2	23. Set up a measurement corner in the classroom. It should include measurement tools that are both standard and metric. Have a list of items prepared for students to measure in the classroom. This activity can be done individually or in groups. Measure the following: a. room (length and width) b. desk c. teacher's desk d. flag e. math book f. book shelf g. bulletin board h. shoe i. little finger j. window k. record player
Goal 4.3	24. Invite to the class several junior high math students. Ask them to explain the different kinds of math skills they are learning and what the courses are named. Ask them to explain how these skills can be used in daily life.
Goal 4.4	25. Give to the various students the responsibility of timekeeper. Let them take turns getting the class places on time. If necessary, lend them a watch or let them use someone else's.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SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Ask students to write a paragraph on the responsibilities of owning a pet. Have them tell what they did (or might) like about pets and what they did not (or might not) like about it. Ask them to list five workers who work with animals. Ask them to list five animal related occupations which might interest them.

Goal 1.2

2. Let students practice explaining their ideas by having them choose a living thing. Have them work in pairs to write out a procedure for caring for that living thing. Then have them explain their procedures to the rest of the class.

Goal 1.3

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	3. Have the students write business letters to the Weyerhauser Company requesting free materials on lumbering and conservation. Ask students to help you list the occupations affected by a forest fire. Take several class periods to read all The Train That Never Came Back. This is the story of the great Hinckley (Minnesota) fire just before the turn of the century. Invite an area park or forest ranger to speak on his or her life style.
Goal 2.1	4. When you are studying simple machines you can take a field trip to see some engines and how they work. Arrange to travel to Hamilton, Missouri, to Clarence McCutchen's Steam Engine Shop. Tell students the steam engines were widely used in both stationary and non-stationary engines. Ask them to name some workers needed to produce and maintain steam engines. (Some of them may have seen a steam engine show.) Ask them to name the kinds of work that could be done by steam engines. Ask how this has changed. Ask what we use now. Have them help you list workers needed to produce and maintain internal combustion engines such as those used in cars.
Goal 2.1	5. Choose an object and hold it up. Have the students help you list all the workers involved in making it. Divide the class into small groups. Assign a worker to each group. Have them use encyclopedias to find out about their workers. If they need more help this is an excellent opportunity to use the card catalog and the librarian to gather information. Have them summarize their findings for the rest of the class.
Goal 2.1	6. Early this December devote some time to the Nobel Prizes. Take a few moments to explain each of the categories. Ask the students to watch the news media for the name and contribution of each Prize recipient. Ask volunteers to use the encyclopedia to discover who Nobel was. Have a few more volunteers decorate a bulletin board with Swedish flags and post the name and category of each Prize recipient. The Nobel Prize ceremony is broadcast on some non-commerical radio stations.

7. Have the students work in small groups to make roll movies showing the evolution of the horse. They can begin by using encyclopedias and library books.

   Before they begin making the roll movies, have each group select a chairperson. The chairperson will help the group write down all the tasks which need to be done for this project. Then the group members will sign up for the various tasks. The chairperson will post the list for students to use as the work progresses. Have them think about the importance of their contributions to group work.

8. In honor of Houdini and National Magic Week have a class magic show. Assemble a collection of library books about magic and magic tricks. Have the students each choose a magic trick of scientific nature and practice it. Students will take turns performing their tricks in front of their classmates. Have them plan to explain their tricks when they finish doing them.

   Here are some magic tricks for your students:

   A. Catch the Gorilla-Quick!

      Each student will need a 12 X 18 inch piece of white paper, crayons and a 3 X 5 inch piece of cardboard.

      A big gorilla has escaped from the circus wagon and we are going to help get him back into the wagon.

      Draw a big circus wagon on your paper. Make it big enough to hold the gorilla. Outside and close to the rear end of the wagon draw a ferocious gorilla.

      To catch the gorilla take your piece of cardboard and place it on edge between the gorilla and the wagon. Lean over until the tip of your nose touches the cardboard. Keep both eyes open. What happened?

   B. Magic Candle

      You will need two candles and a match.

      Offer to light a candle without touching fire to its wick. First light a candle as you are explaining that anyone can light a candle this way. Blow it out. Light a second candle and let it burn a minute. Hold first candle 3" above lighted candle in path of rising smoke. Flame travels up the smoke and lights the candle.

Notes

Life Roles, Settings and Events

Goal 2.2

Goal 2.3

Notes	
Life Roles, Settings and Events Goal 2.3	8. Continued C. <u>Magic Milk Bottle</u> You will need a milk bottle, a peeled soft-boiled, but firm, egg and a match. Set bottle on table and drop a lighted match inside bottle. Place the small end of the egg in the mouth of the bottle. Hold it there. The heat has created a partial vacuum and this sucks the egg inside. Once the egg is in, hold the bottle to your mouth with the small end of the egg in the neck of the bottle. Force all the air you can get in the bottle by blowing, using the egg as a valve to let air in and to keep it there. When mouth is released from bottle, egg is forced out by air pressure. D. <u>Magic Needle</u> You will need a needle and a glass of water. Drop a needle slantwise into a glass of water. The needle sinks. Retrieve it. Dry it. Grasp the needle at its middle and gently lower it to the surface of the water. The needle floats. Explain that the surface tension of the water is supporting the needle.
Goal 2.4	9. When you study weather, invite to the class meteorologists to explain their jobs to the class. You may also tour a weather station. Help students figure out ways to make an anemometer, rain gauge and wind vane. Bring a radio to class to listen to weather information. Before embarking on this course of study, explain the objectives. A. The students will be able to write the definition of a meteorologist. B. The students will be able to list five specific responsibilities of a meteorologist. C. The students will be able to write the names and functions of five different instruments used by a meteorologist.
Goal 2.4	10. Tell the students you will take them on a field trip to a clinic of veterinary medicine. Tell them that they are to try to think of the ways in which clinics for animals are like clinics for humans. --Everything must be sterile. --Attitude is important. --Lives depend on the doctor's education.

11. Ask students to bring in old clocks which people have discarded.

    Equip an activity corner with screw drivers, pliers and the clocks. Call it the Clock Shop. Students, in spare time, may go to the Clock Shop, take a clock apart and attempt to put it all back together.

    Ask some questions of those who work in the Clock Shop.
    --Was this interesting to you?
    --Did your interest last until you finished?
    --Were you successful?
    --Did you enjoy this work with your hands?
    --Were you able to use the tools easily?

12. Divide the students into small groups. Ask each group to brainstorm two lists; one of occupations for a blind person; the other of occupations for a deaf person. Allow five minutes on each list.

    Have each group read its lists aloud for the rest of the class.

    Then invite to the class an employed adult who is blind. Ask this person to talk about:
    --the cause of blindness.
    --what it's like to be blind.
    --his or her life style.
    --his or her occupation and training.

    You may also invite a deaf person to explain the above kinds of things.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

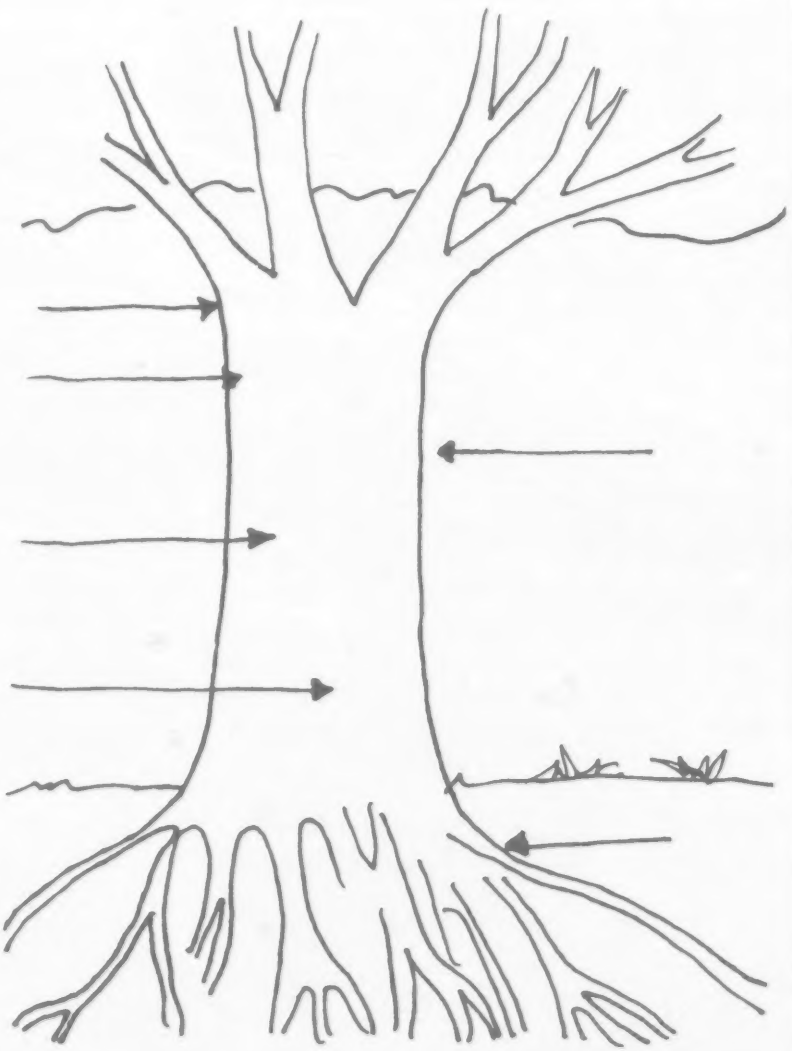
Notes	III. Life Planning
Life Planning Goal 3.1	13. An important part of decision making is values clarification. We will have to know something about what we value in order to make satisfying decisions. When you and your students are studying the different communications media, have them respond to some value-laden issues related to the media. They can raise their hands to answer yes. Here are some sample voting questions: --Do you prefer to be alone? --Do you enjoy sharing your feelings? --Do you like to listen to records? --Do you like TV? --Do you have your own radio? --Do you think it is important to communicate with other people? --Do you feel the telephone is a good way to communicate? --Do you think that there are many different ways to communicate? --Do you think every family should have a telephone? --Do you think every child your age should have a private telephone?
Goal 3.1	14. The telegram is another means of communicating. You may want to present Thomas Edison's biography when you study a communication media unit. Here is an activity which ties in with what you may already be doing in science. It is a very good strategy for helping students pause and clarify their thoughts about another person. Have the students think about a person whom they know well. Define the word urge. Have students write a telegram to this person beginning with the words, "I urge you to . . ." The message should consist of fifteen words or less. When they are finished, they can share their telegrams with the class.
Goal 3.2	15. Have the students tell about some picnics and outings they have had in Missouri's public recreation facilities. Ask if they ever had to clear off dirty tables before eating or pick up someone else's trash. Ask if they have ever seen a burned out forest. Have them work in small groups to list rules (and make posters) for camping and picnicking a park or forest. Tape these posters at various points in the school. Perhaps businesses would let you put some of the posters in their windows, along with other things announcing spring.

		Notes
16.	Have the students write down lists of all their current weekly activities. Ask them to read aloud their leisure activities. Have them imagine they are 25 years old. Ask them to list weekly activities they imagine themselves to be doing at that age. Have them read aloud their projected leisure activities. Have them all imagine they have retired. Ask them to list a week's activities of things they will do at age 65.	Life Planning Goal 3.2
17.	Have students accumulate a bulletin board full of newspaper clippings related to environmental issues. Have the contributors summarize their articles. Ask a volunteer to state the main idea in one sentence. At a later date give each article to a pair of students. Have them write a follow-up story on their article ten years hence.	Goal 3.3
18.	Ask students to suggest recycling and conserving that people can do for the earth's ecology. Have the students each list 5 things they can do each week to improve or maintain our ecology. Have each student design a check-off sheet for a month using the items on his or her list. Post these on a bulletin board captioned Conservation: Your Stake in the Future. Have five minutes each day where students check off their lists.	Goal 3.3
19.	Have the students work in small groups to list changes in our environment which have been caused by pollution. Then have them write each pollution-induced change on a different piece of paper. Then have them list new kinds of work to cope with problems that have been created by pollution. For example: Smog 1. Someone to measure the smog. 2. Someone to decide if there needs to be a pollution alert. 3. Someone to make masks for senior citizens to wear during the smog.	Goal 3.3

Notes	
Life Planning Goal 3.3	20. Observe Earth Week in April. Have the students write for material to investigate the problems of air and and water pollution. Have the students help you prepare a list of pollution problems, locally or nationally. Then divide the class into small groups. Give to each group a problem from the list. Then have it brainstorm a list of solutions for each problem.
Goal 3.4	21. Send a letter to parents explaining that you are setting up a handicraft center in the room. Ask them to send things that can be recycled by the students for this purpose. Explain that each student will decide for himself or herself what to make. The handicraft center is being made available so students can assume responsibility for their own planning.

IV. Academic and Vocational Skills

22. Have the students draw and label the parts of a tree. Present them with a diagram such as this:



Notes

Academic and Vocational Skills

Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.1

23. Here is an activity to use if you teach conservation.

CONSERVATION CROSSWORD PUZZLE

ACROSS

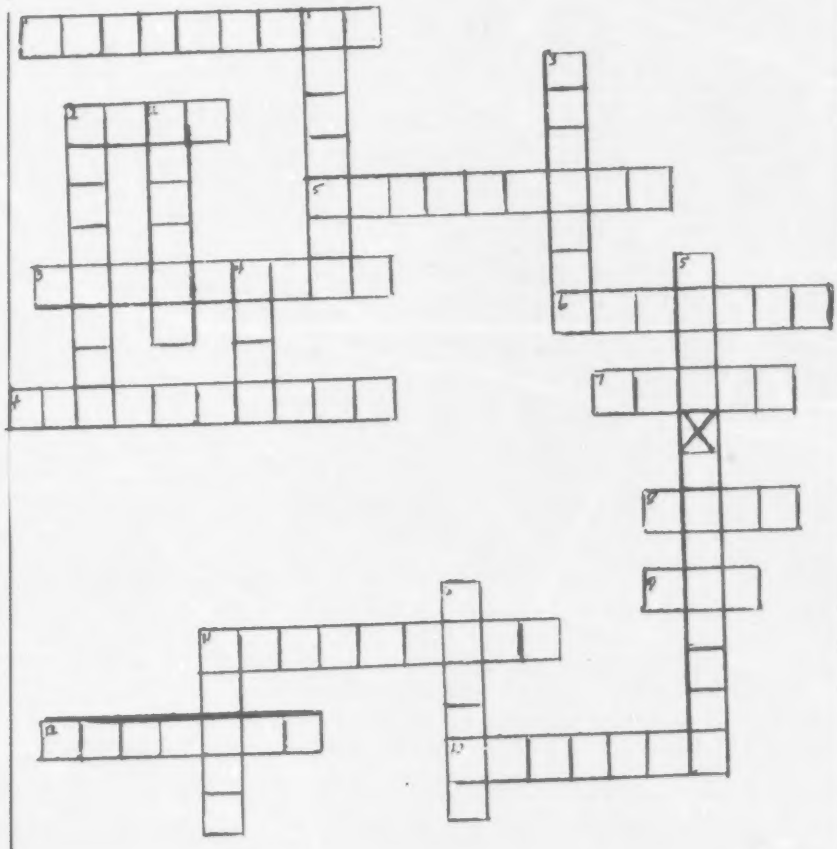
1. A stiff material made of paper is called _ _ _ _ _ _ _ _ _ _.
2. Paper is made from wood _ _ _ _.
3. A ridge between the regions drained by two different river systems is called a _ _ _ _ _ _ _ _ _ _.
4. Supplying land with water by using ditches is called _ _ _ _ _ _ _ _ _ _ _.
5. A type of plowing that helps prevent soil erosion is _ _ _ _ _ _ _ _ _ _.
6. A raised, flat mound of earth with sloping sides is a _ _ _ _ _ _ _ _.
7. A thin, flexible material in sheets; made from rags, wood pulp, straw and other fibers; used to write or print on is called _ _ _ _ _.
8. The hard fibrous substance beneath the bark of trees and shrubs is _ _ _ _.
9. The juice which circulates through a plant, especially a woody plant is _ _ _.
10. A gradual eating or wearing away by glacier, running water, waves or wind is called _ _ _ _ _ _ _.
11. The moveable things in a room such as chairs, beds, etc. are called _ _ _ _ _ _ _ _ _ _.
12. Plowing with the natural slope of the land is called _ _ _ _ _ _ _.

DOWN

1. Being able to use a product or its parts over again is to _ _ _ _ _ _ _ _.
2. An animal that preys upon other animals is a _ _ _ _ _ _ _ _ _.
3. The place where an animal or plant grows naturally is its _ _ _ _ _ _ _ _.
4. Earth or sand carried by moving water and deposited as sediment is called _ _ _ _.
5. Using a pattern to plant a different crop each year is called _ _ _ _ _ _ _ _ _ _ _ _.
6. Logs cut and prepared to use is called _ _ _ _ _ _.

11. To be filled to overflowing is to have a _ _ _ _ _ _.
12. The thin, flat, green parts of the tree are the _ _ _ _ _ _.

23. Continued



Notes

Academic and Vocational Skills

Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.2

24. Have students work in groups of six to prepare drawings of insects. They will need to use encyclopedias and library books. Each group will paste the drawings on posters captioned thus:

INSECTS	
Helpful to Humans	Harmful to Humans

The objective is that each group will present six helpful insects and six harmful insects.

This activity is organized so each group member can be responsible for one helpful insect and one harmful insect.

Goal 4.4

25. Explain to students the value of focusing and concentrating on what people are saying. This activity will give some specific listening guidelines to help teach that skill.
    a. Look at the speaker.
    b. Ask questions to help the speaker explain.
    c. Do not disagree with the speaker until it is your turn to speak.

    Arrange the students in small groups of three. Tell them they will take turns. Each speaker will have five minutes to speak on the topic, "How I Feel About Death and Dying." When the speaker has finished, the two listeners will summarize what he or she has said. Repeat the process until all three group members have had turns.

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

SOCIAL STUDIES ACTIVITIES

I. Self Knowledge

1. In order to develop friendships people have to be interested in other people. Help foster the skill of finding out about other people.

   Help students prepare a class cookbook of recipes which represent their ethnic backgrounds. Send a letter home to parents explaining the project. Ask each parent to:
   a. send to school one recipe that represents one of the countries of origin of the child's ancestors.
   b. write down all the countries of origin of the child's ancestors (if possible).
   c. help the student locate all these countries on a world map.
   d. talk at the dinner table about their ancestors and countries.

   In the letter ask for a few volunteers to do the typing.

   Type one student's recipe on each ditto. Have that student autograph the recipe with his or her full name. Have the student write a sentence such as this on his or her page: I am Swedish, Norwegian, German, Spanish, Italian and Irish. Above the recipe he or she can write the country from which the recipe comes and decorate the ditto master with flags and appropriate motifs.

   Duplicate a copy for each student. Help students arrange them by continent. Arrange the continents in alphabetical order and the recipes too. Staple all the recipes between covers which have been titled Friendship Recipes.

   Then each day focus on a few of the pages one at a time. Let the contributors show pictures of the flags and motifs on their pages. Let them also tell things they've learned at home about the countries. Have them locate these countries on a wall map of the world. There are other things you can do in other subjects with friendships. Don't forget Pen Pals and stamp collections as a motivator and reinforcer. Send name, age, address and 25¢ to

   Pen Pal
   JACK AND JILL
   567 B
   Indianopolis, Indiana 46206

Notes

Self Knowledge

Goal 1.1

Notes

Self Knowledge

Goal 1.3

2. Ask students to suggest reasons why people are in prisons. Explain that many crimes are committed because people are expressing anger. In their anger they hurt or killed other people or damaged their property.

   Divide the students into groups. Have a volunteer recorder for each group. Have each group brainstorm a list of harmless ways to express anger. Present brainstorming guidelines:
   a - Do not judge the ideas.
   b - Try for as many ideas as you can.
   c - Use the ideas of others.
   d - Let the ideas be wild.
   Allow five minutes. Have each recorder read the group's list aloud. Then have the students go back over their lists, crossing off any harmless ways to express anger that involve damage to property or harm to others. Let them have plenty of time to disagree and explain their ideas.

Goal 1.4

3. This activity has been designed to help students be less afraid of reading or talking in front of a group. Because it deals with possessions, it may fit in with your units on government or law enforcement.

   Each student, and the teacher too, writes a short paragraph describing a prized possession. The paragraphs are collected and put in a pile in the front of the room. In turn, each student draws a paper, reads the paragraph and continues talking. He or she may explain how the thing was acquired, pleasant memories associated with it and what may be done with it in the future.

II. Life Roles, Settings and Events	Notes
4. Cut a huge pine tree shape from paper. Post it on a bulletin board. Have the students use small colored circles of paper. They will write the name of a product made from wood on each slip of paper and attach it to the tree.	Life Roles, Settings and Events Goal 2.1
5. On a map of Missouri locate for students old lead and coal mines. Invite as resource persons Senior Citizens who can tell students about the mining operations of the past. Then, when you study current mining methods, you can help the students compare. Then have them list the technological advancements related to each of the changes.	Goal 2.1
6. Send a letter to parents explaining that you and the students want to prepare a list of jobs which existed 30 years ago but do not exist today. Ask parents to help the students write letters to their grandparents for the names of three jobs. Allow about a week's time. Then have the students write the jobs on a chart. Then invite a few senior Citizens to speak as resource persons about some of these jobs.	Goal 2.1
7. Invite to the class several people who have different work schedules. These may be a night nurse, a traveling sales representative, another teacher and a factory worker. Ask these people to explain when they work and for how long at a time. Ask them to describe their work days in a typical month. Ask each one to talk about his or her life style and, in general, activities when not on the job.	Goal 2.1
8. Have students make up displays of imported articles made in foreign countries. Call it a World's Fair.	Goal 2.1
9. Divide the students into small groups. Have each group prepare a roll movie of iron from the mining to the finished car. When they are finished each student will list on a piece of paper each thing he or she did that contributed to the finished roll movie.	Goal 2.2
10. Bring from the newspaper's food section a list of best buys for the week. List them on the board. Then list foods which are scarce and expensive. Have students watch the television weather forecasts on programs such as the Today Show. Help them relate weather in California to produce supplies at the grocery.	Goal 2.2

Notes Life Roles, Settings and Events	
Goal 2.2	11. Invite a farm machinery dealer to class as a resource person. Ask him or her to bring toy machinery or pictures to explain. Have him or her tell how the work of each machine was done 30 years ago.
Goal 2.2	12. Have each student take a survey at home of all the jobs done in the home. Have them include the names of those who do the jobs and how often they are done.
Goal 2.3	13. Invite to the class some 4-H or Future Farmers of America leaders. Ask them to explain the activities of these groups. Ask them to state the groups' objectives and membership requirements. Have them describe some of the members and tell what interests them. Ask these people if they can bring each student a sticker or something that shows the emblems of the groups. Ask the students if they might be interested in any of these activities.
Goal 2.3	14. Have the students bring picture postcards from the United States. List the places named on the board. Have the students locate these on wall maps. Let the students work in small groups. Give to each a picture postcard. Have the librarian help you find something about each of the places named. (If you arrange the library work ahead of time the librarian may be able to put together a classroom collection of necessary books.) Be sure students know where the encyclopedias are and how to find each state. Then have each small group or pair draw another picture illustrating the place named on the post card.
Goal 2.4	15. When you study food or farming, focus on wheat. Help the students follow a grain of wheat from planting to its final form as part of a loaf of bread. Name all of the occupations that are involved. Draw or find pictures to illustrate each step from the production of the grain of wheat to the loaf of bread.

16. Select a commercial agricultural product such as wheat or corn. Find as many manufactured products as you can that contain some form of the crop. Many such products can be found by reading the labels of food cans and packages. Have students bring in the empty containers and packages and set up a display.

17. Arrange with a local farmer for the class to tour his or her farm. But first invite him or her to speak to the class about his or her work and life style. Ask when the speaker became interested in farming. Ask this person to name five other occupations related to farming. Have him or her describe the advantages and disadvantages of farming. Write these on a chart as they are mentioned.

FARMING	
Advantages	Disadvantages

Ask this person to tell why certain kinds of farming are practiced in different areas. Have him or her tell how farming has changed in recent years.

18. Ask the students to interview one of their adult family members about homemaking.
--What are some of your duties?
--How did you learn to do them?
--How is math used in cooking?
--How is math used in shopping?
--Do you use math in any other way?
--What satisfactions do you get from your job?

19. Explain to the students that there are many occupations. They have been organized in categories to help us remember them better. These categories are called clusters. Three of the clusters are:
--Agribusiness and Natural Resources
--Communications and Media
--Hospitality and Recreation
Write each cluster heading on a poster paper. Have the students draw or find magazine pictures to show adults working in each of them.

20. Ask students to help you list, on the board, part-time jobs they were able to get before they were 16 years old. Invite some older students to talk about their part-time jobs and how the fit in with their student roles.

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Goal 2.4

Goal 2.4

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	21. Have the students pretend they will be climbing Mt. Everest. Have them work in pairs to prepare a step-by-step plan. They can write each step on a small scrap of paper, then arrange them in order and paste them down. But before they can make decisions about clothing and gear, ask them what they have to do. Yes, they have to gather information about the mountain. Tell them to remember that the information gathering step comes first.
Goal 3.1	22. Knowing what is important to us also helps us make decisions. Ordering our priorities is another step in the decision-making process. Give the students each three small scraps of paper. Ask them to write homes on one, parks on another, and freeways on the third. Ask them to think about what is most important in a good city - homes, parks or freeways. Have them lay their first choice on one side. Next to it their second choice, and, below that their last choice. Then have them get into small groups to explain their rank orders to one another. Do this kind of activity often. Remember to allow time for them to talk about their rank orders.
Goal 3.1	23. Ask students to summarize plots and give the morals to several Aesop's fables. Have the students work in small groups to dramatize some fables. After each presentation, have a student state the moral and tell how it applies to people today. For creative writing, have each student select two animals to use as characters in a fable. They can write fables and share with the rest of the class.
Goal 3.1	24. Have the students locate major American cities on U. S. maps. Ask them to work in groups to list reasons why they thought the settlers chose those locations. In other words, what factors influenced the decision to settle there?
Goal 3.2	25. Assign to each student the task of bringing a current newspaper article relating to a social problem: population, pollution, schools, cities, welfare, health care costs and so on. Have them suggest some of the things that may change by the year 2000 in each of the above kinds of areas. Have the students work in pairs to write a sequel to one of the articles for a newspaper in the year 2000.

25. Continued

Have them paste the original article and the sequel to it on the same large piece of paper. Have them summarize the original articles and read aloud the articles they wrote for 2000.

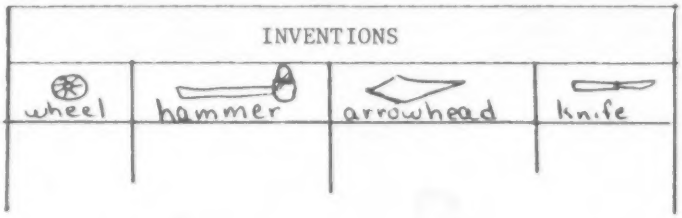
Notes

Life Planning

Goal 3.2

26. Have the students draw pictures - real or imagined - of early inventions. Group the pictures. Have them paste the groups of pictures across the top of a large sheet of mural paper thus:

Goal 3.3



Then under each heading the student will paste magazines of subsequent developments which came from that early invention.

27. Invite a panel of Senior Citizens as resource persons to tell how they planned for retirement.

Goal 3.3

Later, explain that Social Security is a means of forcing workers to save for old age. Ask students to think of advantages and disadvantages of Social Security taxes.

Help develop the concept of different kinds of taxes. Have each student bring a cash register receipt from home. Have each one find and circle the amount that is sales tax. Have them subtract to find a total if there had been no tax. Post these on a bulletin board captioned sales tax.

28. Have the students predict what they will be doing at a given time two days from now. Have them write this on one piece of paper to be opened two days later. Have them predict on Thursday what they will be doing at 2:00 on Sunday. On Monday pass back the slips and have the students write what they actually were doing. Then have them write reasons why their predictions were or weren't correct. Discussion should center around the factors that were the greatest influence such as weather, parents and television shows.

Goal 3.3

Notes	
Life Planning	
Goal 3.3	29. Display a map of Missouri and use name markers to show where children were born in Missouri. Locate the state capital. Display another map of Missouri on a bulletin board and use the caption Where Have You Traveled in Missouri? to incite curiosity and discussion. Discuss the state flower for Missouri. Discuss the need for conservation in order to preserve the natural beauty of Missouri. If possible have a conservationist talk to the class. If some of the students are related to several generations of Missourians still living, ask them to interview them. --Where were you born in Missouri? --Has the town changed since you were born? --Is it larger or smaller? --What kind of work did most of the people do when you were my age? --How many hours a week did they work? --How much money did they make in a week? --What did you do for entertainment? Find what types of recreation Missouri provides people. Do tourists come to Missouri to visit? What kinds of jobs are related to the tourist business?
Goal 3.3	30. Here is a puzzle to reinforce the concept of change and the need for flexibility. Have the students choose a craftsperson and write a story describing a day in the life of him or her. MEET THE COLONIAL CRAFTSPERSONS Unscramble the letters to name the kind of craftpersons described by each phrase. 1. smiblaketh . . . . . makes horseshoes 2. rillem . . . . . grinds grain into flour 3. veawer . . . . . makes cloth on a loom 4. rrbbae . . . . . shaves faces and heads of wig-wearing customers 5. opocer . . . . . makes barrels 6. yesraw . . . . . cuts timbers and boards for floors 7. rannet . . . . . cures animal hides 8. lachenrd . . . . . makes candles

30. Continued

9.	kertin	itinerant mender of household utensils
10.	rakeb	prepares bread and rolls
11.	apocarthye	mixes and prescribes medicines
12.	rathet	makes hats
13.	rutlec	makes all cutting tools
14.	baconetisct	prepares and sells tobacco
15.	smokelith	makes locks

Answers: 1. blacksmith 2. miller 3. weaver
4. barber 5. cooper 6. sawyer 7. tanner
8. chandler 9. tinker 10. baker
11. apothecary 12. hatter 13. cutler
14. tobacconist 15. locksmith

31. Have students write stories to describe their finest weekend. Ask them to list the events which made the weekend wonderful. Have them code the events with O if some other person made it happen and I if the student himself or herself made it happen. Tell them that they can make all the I-coded events happen again for another wonderful weekend.

Notes

Life Planning

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	32. Here is a listening activity. Using the last letter in the title of a particular worker, first student thinks of a job-related word that begins with this letter. Next student thinks of a word that begins with the last letter in the first student's word, etc. Using nurse, first student might say eye chart, next student might say thermometer, etc. Discuss any incorrect choices so that students may understand why they have chosen incorrectly.
Goal 4.1	33. Before taking the students on your social studies field trips, tell them they will be writing descriptions of five tasks they saw being performed on the trip. They will also write the occupational title of the worker performing the task.
Goal 4.2	34. In applying for various classroom positions the students must complete the following application: Name _____ Date _____ last first Address _____ street city state zip code Age _____ Birth Date _____ month day year Parents' Names _____ Your Hobbies/Special Interests _____ _____ - Job(s) for which you are applying _____ Experience in job related fields _____ Experience in other fields _____ - - - - -do not write below this-line - - - - - - - Job assigned Month Performance
Goal 4.2	35. Have the students plan an evening meal. Have them list all the groceries needed and the amounts. Take them on a field trip to the grocery store to get the prices. Don't turn them loose. Have the group stay together, taking one aisle at a time.
Goal 4.2	36. Create a catalog sales department in the classroom by using old catalogs and mimeographed order blanks.

36. Continued Allow each shopper a fixed amount of money to spend as he or she pleases. Discuss the roles of: --shopper --salesclerk --store manager --servicer --credit manager Discuss the interaction between roles.	Notes Academic and Vocational Skills Goal 4.2
37. The students can bake cornbread in class. If possible, ask a grain inspector for a wheat plant to introduce the study by describing how corn is ground into meal. Next have a study of supermarket ads to determine the cost of the ingredients. Have the students measure using exact measuring devices and mix the ingredients. Then cook by following the recipe for temperature and time. A good follow-up activity would be to watch a film or filmstrip on making bread in a bakery.	Goal 4.2
38. Here is a worksheet for students. You are a surveyor who has been given the job of mapping a small city park. Follow the directions given below and complete the map. 1. The park is ten miles long and five miles wide. 2. The entrance is on the north side. 3. A river runs north and south through the park three miles west of the entrance. 4. There is a camping area two miles from the southern and the western boundaries. 5. There is a beach on the western side of the river. 6. There are oak trees along the eastern side of the park. 7. There is a flagpole on the square in the northwest corner of the park. 8. There is a playground in the southeast corner of the park. 9. Now list six things you think are most important for a park to have and make an instruction sheet for a friend to draw your park.	Goal 4.2
39. Explain the rules of a debate. Explain that each debater will have three 2-minute rebuttals. Draw names to see who begins: The topic is: Advertising should or should not be allowed on children's television programs.	Goal 4.4

Notes	
Academic and Vocational Skills Goal 4.4	40. Pollution and conservation are the main topics in this activity. Many workers involved in pollution control and conservation are government workers. Have students figure out why this may be true. Have them use other reference materials to find out what kinds of workers are needed. For a good lesson on pollution, scatter all kinds of litter all over the room before the children come in some morning. Have them compare this situation to things they see along the streets and highways, in our streams, etc. Help them figure out that it is people who cause pollution. Have the students work in small groups to plan, prepare, practice and present television commercials against litter.
Goal 4.4	41. Using wood scraps, white glue and paint left-overs, students can produce wood sculptures. Have them set up and run a business. They might display and sell these at a PTA meeting, as well as door-to-door in the neighborhood.

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

APPENDIX A

TEACHING POINTS FOR LEARNING AREA OF SELF KNOWLEDGE

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
1.1 Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2 Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3 Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4 Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exercise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project